

A grayscale photograph of a classroom. In the foreground, a person is seen from the side, holding a book. In the background, several students are seated at desks, some looking towards the camera and others looking away. The text "2020-21 CATALOG" is centered over the image.

**2020-21 CATALOG**

# Table of Contents

## Undergraduate Catalog 2020-21 | Page 4

Certification and Discrimination Statements | Page 4  
Visitors | Page 4  
The Founder's Ideal | Page 4  
The College | Page 4  
Mission | Page 4  
The Founding of the College | Page 4  
Location | Page 5  
Accreditations and Affiliations | Page 5  
Student Development and Success | Page 5  
The Honor Tradition | Page 5  
Student Government | Page 6  
Residential Life | Page 6  
Judicial Programs | Page 6  
Religious Life | Page 6  
The Chaplain's Office | Page 7  
Student Groups | Page 7  
Student Activities | Page 7  
The Wellness Center | Page 7  
Counseling Services | Page 7  
Health Services | Page 8  
Admissions | Page 8  
Secondary School Preparation | Page 8  
Credentials Required for Freshman Applicants | Page 9  
Transfer Course Evaluation | Page 9  
Credentials Required for Transfer Applicants | Page 9  
The Converse II Experience | Page 10  
Credit by Examination | Page 11  
Health Forms | Page 11  
Non-Degree Seeking Enrollment | Page 11  
Admissions Requirements and Regulations for International Students | Page 11  
Tuition and Fees | Page 12  
Financial Planning and Scholarships | Page 15  
Eligible Courses, Enrollment | Page 17  
Status and Repeated Courses | Page 17  
How a Student Receives Assistance | Page 17  
Transferring | Page 17  
Summer Aid | Page 17  
Satisfactory Academic Progress (SAP) | Page 17  
Qualitative Standard (Completion Rate and Grade Point Average) | Page 18  
Quantitative Standard (Length of Eligibility) | Page 18  
Appeals | Page 18  
Financial Aid Probation | Page 18  
Suspension for Failing to Meet Probationary Stipulations | Page 19  
Federal Sources of Financial Aid | Page 19  
Federal Supplemental Educational Opportunity Grant (FSEOG) | Page 19  
Federal Work Study Program (FWS) | Page 19  
Federal Direct Loans | Page 19  
Federal Direct Parent Loan for Undergraduate Students (PLUS) | Page 20  
And Higher Education Grant Program (TEACH) | Page 20  
Sources of Financial Aid from the State of South Carolina | Page 20  
Veterans Educational Benefits | Page 21  
South Carolina National Guard College Assistance Program (NGCAP) | Page 23  
Endowed Academic Scholarships | Page 23  
Endowed Talent-Based Scholarships | Page 23  
Endowed Scholarships | Page 23

Academic Life | Page 28  
The Curriculum | Page 28  
The Mickel Library | Page 28  
The Academic Calendar | Page 28  
Career and Pre-Professional Programs | Page 28  
The Center for Career Development | Page 29  
Programs for Study Abroad | Page 29  
Academic Advising | Page 30  
Writing Center | Page 31  
The Nisbet Honors Program | Page 31  
Academic Honors | Page 31  
Honorary Organizations | Page 32  
Academic Regulations | Page 33  
Requirements for the Bachelor's Degree | Page 33  
Second Baccalaureate Degree | Page 34  
Early Commencement Requirements | Page 35  
Grades and Quality Points | Page 35  
Pass/Fail | Page 36  
Final Exams | Page 36  
Retaking a Course | Page 36  
Academic Standards | Page 37  
Grade Reports and Transcripts | Page 37  
Registration and Enrollment | Page 37  
Cross Listed Courses | Page 38  
Overloads | Page 38  
Directed Independent Study | Page 38  
Audit | Page 38  
Changing Courses | Page 39  
Classification Requirements | Page 39  
Undergraduate Students Enrolling in Graduate Courses | Page 39  
Advanced Placement | Page 39  
CLEP | Page 39  
International Baccalaureate | Page 39  
Acceleration | Page 40  
The Three-Year Degree | Page 40  
Transfer of Credits from Other Institutions | Page 40  
Separation from the College | Page 44  
Other Regulations | Page 46  
Policy on Student's Records | Page 46  
Campus Safety and Security | Page 46  
Policies and Procedures | Page 46  
Academic Policies on Disabilities | Page 46  
Admission | Page 47  
Accommodations for Students with Disabilities | Page 47  
Resolution Procedures for Student Complaints | Page 48  
The Register | Page 48  
The Presidents of Converse College | Page 49  
President's Cabinet | Page 49  
General Administration | Page 49  
The Faculty | Page 53  
Professors | Page 55  
Associate Professors | Page 56  
The Alumni Association | Page 59  
The Directory for Correspondence | Page 59  
Campus Map | Page 59  
**Degrees/Certificates | Page 60**  
Accounting | Page 60  
Art Education, History, Therapy, and Art Studio | Page 63  
Biology | Page 75  
Business Administration | Page 83  
Career and Pre-Professional Programs | Page 91

Carroll McDaniel Petrie School of Music | Page 98  
Chemistry | Page 119  
Computer Science | Page 126  
Dance | Page 127  
Department of Languages, Cultures and Literatures | Page 131  
Economics | Page 134  
Education | Page 140  
English | Page 152  
Ensembles and Chamber Music | Page 156  
French | Page 158  
General Education | Page 159  
German Studies | Page 161  
Health and Physical Education | Page 163  
Healthcare Administration | Page 164  
Hispanic Studies | Page 168  
History | Page 170  
Interior Design | Page 173  
Mathematics | Page 177  
Music Education | Page 179  
Music History and Literature | Page 183  
Music Media | Page 195  
Music Theory and Composition | Page 197  
Music Therapy | Page 208  
Nisbet Honors Program | Page 211  
Performance Studies | Page 212  
Philosophy | Page 221  
Physics | Page 224  
Politics | Page 226  
Psychology | Page 230  
Religion | Page 233  
Sociology | Page 237  
Special Education | Page 237  
Theatre | Page 243  
**Courses | Page 248**  
Accounting | Page 248  
Arabic | Page 250  
Art Education, History, Therapy, and Art Studio | Page 251  
Biology | Page 263

Business Administration | Page 269  
Chemistry | Page 273  
Chinese | Page 278  
Computer Science | Page 279  
Dance | Page 282  
Economics | Page 285  
Education | Page 290  
English | Page 301  
Ensembles and Chamber Music | Page 308  
Finance | Page 309  
French | Page 310  
German Studies | Page 312  
Health and Physical Education | Page 315  
Healthcare Administration | Page 318  
Hispanic Studies | Page 319  
History | Page 324  
Interior Design | Page 329  
Italian | Page 333  
Japanese | Page 335  
Mathematics | Page 336  
Music Business | Page 340  
Music Education | Page 341  
Music History and Literature | Page 343  
Music Media | Page 345  
Music Theory and Composition | Page 346  
Music Therapy | Page 349  
Nisbet Honors Program | Page 353  
Performance Studies | Page 353  
Philosophy | Page 355  
Physics | Page 359  
Politics | Page 361  
Private Lessons | Page 365  
Psychology | Page 366  
ROTC | Page 372  
Religion | Page 374  
Sociology | Page 379  
Special Education | Page 380  
Theatre | Page 384

# Undergraduate Catalog 2020-21

## Certification and Discrimination Statements

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



Signature of Authorized Official  
Name: Krista Newkirk J.D.  
Title: President

*Converse College does not discriminate in admissions or employment on the basis of race, color, sex, national or ethnic origin, age, sexual orientation, religion or disability. Converse admits only women to undergraduate programs and services in accordance with its historical mission.*

## Visitors

Converse College welcomes visitors. Administrative offices in Wilson Hall, Carmichael Hall, Blackman Music Hall, and the Carnegie Building are open from 8:30 am to 5:00 pm Monday through Friday. (Summer hours 8:00 am - 5:00 pm; College closes at 1:00 pm on Fridays.) Those who wish an interview with members of the staff are urged to make appointments in advance of their visit. Telephone: **864.596.9000**

## The Founder's Ideal

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

*and be faithful to truth and duty, so that their influence may be characterized by purity and power.*

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

**—Dexter Edgar Converse**

## The College

### Mission

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

Converse students experience deep scholarship, transformative mentorship, experiential learning and a wonderful support for and belief in each another. Through this unique formula, Converse is a creator of opportunity for its students through a personalized education that also includes the professional and technical skills graduates need to be successful in their careers. Converse pushes beyond traditional boundaries to make a quality educational experience available to every academically-qualified student who seeks it - both at the undergraduate and postgraduate levels.

## The Founding of the College

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

These citizens agreed to form a stock company and raise enough money through private subscription to buy the site and main building of old St. John's College. Within 18 months these

goals were achieved, and on October 1, 1890, the College, named for Mr. Converse, began its first academic session.

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

## Location

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

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

## Accreditations and Affiliations

Since its founding, Converse has become one of the leading colleges for women in the South. At the time of its admission in 1912, Converse was the only college in South Carolina that held membership in the Southern Association of Colleges and Schools. Admitted to the 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 College is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Converse College.

Converse holds the following accreditations and affiliations: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Women's College Coalition, Council of Independent Colleges; Athletics: National Collegiate Athletic Association (NCAA), Division II, Conference Carolinas; Academic Accreditations: Petrie School of Music is a charter member of the NASM (National Association of Schools of Music), Music Therapy program is accredited by AMTA (American Music Therapy Association), NCATE (National Council for Accreditation of Teacher Education)/CAEP (Council for the Accreditation for Educator Preparation) accreditation for all professional education programs, Marriage and Family Therapy program is accredited by COAMFTE (Commission on Accreditation for Marriage and Family Therapy Education), Department of Art & Design is accredited by NASAD (National Association of Schools of Art and Design), Interior Design program is accredited by CIDA (Council for Interior Design Accreditation).

## Student Development and Success

Time outside the classroom is as essential to Converse student life as the hours spent in study. Students participate in organizations that provide a unique support structure within the College's environment. The offices which comprise the Division of Student Development and Success include Counseling Services, Health Services, Student Activities, Residential Life, Judicial Programs, Community and Inclusion, Leadership Programs, Community Service, Disability Services, the Center for Career Development, and the Chaplain's Office.

## The Honor Tradition

Each student of Converse, by virtue of enrolling, is bound by, commits to abide by and strives to actively support the Honor Tradition. At the beginning of each year, during Opening

Convocation, the student body affirms their commitment to the Honor Tradition. The Honor Board is comprised of faculty and students whose responsibility is to determine, by measure of preponderance of evidence, whether a student is or is not responsible for the charges presented. The Honor Board is advised by a member of the Student Development staff who is charged with providing guidance and support to the Chair to ensure that the process is fair and follows the due process as outlined below. Ultimate authority of the Honor System and its outcomes resides with the President of the College.

## Student Government

Elected by the student body, the Student Government Association ensures student self-governance. The association represents the diverse interests of the Converse community and provides a link between the student body and the College administration. The Student Senate is an instrumental part of SGA and serves as a deliberating team to evaluate, inform, discuss, research, and establish solutions to student and campus concerns. There are over 30 SGA-funded organizations that exist to involve and to serve the student body. A yearly student activities fee includes, but is not restricted to, class dues, school calendar, yearbook, class ring, and admission to select programs and events presented by the Student Government Association and the Converse Activities Board.

## Residential Life

Converse College is a residential college and views on-campus living as an integral part of the educational experience. All undergraduate students, under the age of 24, must reside in college residence halls unless they make their home with their parents/legal guardian in their permanent residence within a 35 mile radius of the college. Also, students with custodial children residing with them and/or students who are married may reside off-campus, and must submit in writing to the Dean of Students a request for a waiver from this policy. No married students may live in the residence halls without permission from the Dean of Students. Students living in college residence halls must be full-time students. Infractions of the residency requirement policy will be handled by the Dean of Students. Students found in violation of this policy may be charged College room and board fees.

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

Each residence hall has a staff that is responsible for working with residents to ensure a healthy, safe living and learning environment. Full time professional Director of Residential Life and Student Conduct, Assistant Directors of Residential Life or graduate Resident Directors staff each residence hall. Each floor is staffed with a Community Advisor who is an undergraduate student. The staff facilitates the development of a community through programming, community builders and student interactions. A member of the Residential Life Staff is on-call when the residence halls are open.

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

## Judicial Programs

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

## Religious Life

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

## The Chaplain's Office

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

Learning about different Christian denominations and other religious traditions helps students to affirm what they already believe and enables them to relate to people from diverse backgrounds with respect. The College is committed to assisting students in developing these interpersonal skills which are essential for living and working productively in our global society. This commitment stems from the Founder's Ideal, which states that Dexter Edgar Converse wished for the college to be "liberally and tolerantly Christian." For specific information or questions about services, programs and local places of worship, students are asked to contact the Chaplain at 864.596.9078 or to visit the Chaplain's Office in the Montgomery Student Center.

## Student Groups

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

Baptist Collegiate Ministries and UKirch provide campus ministers whose outreach includes Converse, Wofford, University of South Carolina Upstate and Spartanburg Methodist College. The Newman Club (Catholic) is led by Converse students and supported by a local parish priest.

Jewish students can find fellowship and support at the B'Nai Israel Temple close to the campus. For those interested in starting your own student religious organization or Bible study, please contact the Chaplain directly.

## Student Activities

The Office of Student Activities, located within the SGA Suites of the Montgomery Student Center, serves as a resource for all students, clubs, organizations, and advisors planning events on campus. Students work with staff to plan events and campus traditions, such as dances, Big Sis/Little Sis Weekend, and 1889 Week. Student Activities works closely with the Student Government Association (SGA), and directly oversees the Converse Activities Board (CAB), Traditions Council, Valkyries Club, Class Officers, and Social Media and Elections. Additionally, this office supervises the Montgomery Events and Information Desk.

## The Wellness Center

The staff at the Wellness Center believes staying healthy is critical to achieving academic success. Students can find help for good nutrition, exercise, self-awareness, relaxation, medical issues, stress management, sexual responsibility, and interpersonal relationships. The Center is located at the rear of Andrews Hall and offers regular office hours Monday through Friday. Inquiries can be made by calling the Wellness Center at 864-596-9258.

## Counseling Services

Counseling Services supports the emotional, mental, and spiritual health of students by providing individual and group counseling, consultation, and crisis intervention by licensed therapists and supervised interns. The counselors also provide a variety of educational programs designed to meet the emotional wellness needs of the campus. Counseling sessions at the Wellness Center are available at no extra charge to traditional undergraduate boarding and day students. Appointments are strongly suggested and may be scheduled by calling the Wellness Center at 864.596.9258.

In addition, the Wellness Center has a library and relaxation room that students can visit any time during regular office hours. It is a quiet, comfortable space where students can relax, de-stress, and unwind. It is full of educational

materials on mental health topics, books, relaxation CDs, yoga DVDs, art materials, and chair massagers.

The Wellness Center does not offer alcohol and drug treatment, evaluations for ADHD or learning disabilities, treatment for active eating disorders, or long-term intensive therapy. In the event that these services are required, the staff will assist a student in finding an off-campus provider. If a referral is made off campus to a local psychiatrist or mental healthcare provider, the cost is the responsibility of the student and/or her family. Counseling services for Converse II students are available through the EMERGE Family Therapy Center and Teaching Clinic and other local providers.

## Health Services

The Health Services of Converse College is committed to providing quality health care for our students. Medical services are available to all traditional undergraduate boarding and day students. The nurse practitioner is able to provide a wide variety of services, including:

- Providing wellness services such as yearly physicals;
- Prescribing medications;
- Treating acute conditions such as bronchitis, sinus infections, flu, injuries, and abdominal pain;
- Ordering and interpreting diagnostic tests such as x-rays, blood work, and EKG's;

Health services are provided through a partnership program with Spartanburg Regional Hospital. It is staffed by a licensed nurse practitioner with medical oversight provided by a Spartanburg Regional Hospital physician. Appointments are strongly suggested and may be made by calling the Wellness Center at 864.591.9258.

The cost of the basic medical visit is covered through the student health fee. If the nurse practitioner orders lab work or other diagnostic tests, the student will be responsible for the cost of these tests, and will be notified of the costs prior to performing the tests. Students may pay for these costs at the time of their visit, or may have them billed to their student account. Students are also responsible for the cost of any medication that are prescribed and for any off-campus providers who they may be referred.

## Admissions

Converse College seeks to enroll, in its undergraduate programs, academically well-prepared students who have demonstrated the potential to complete the requirements for graduation with success. Admission to Converse is based on a broad range of the applicant's academic and personal qualifications including high school or college GPA, curriculum rigor, SAT or ACT scores (if submitted), and qualitative information gleaned from extracurricular records, personal statement, teacher and school counselor recommendations.

Detailed information including timelines, requirements, and application forms are available from the Office of Admissions either online or on-campus. All admissions decisions are made on a rolling basis with candidates typically informed of a decision within two weeks of completing their application and submitting the required materials. Prospective students are encouraged to apply early for the greatest consideration for scholarships and other opportunities.

Students are encouraged to visit the campus to meet with an admissions counselor as well as Converse faculty and students. Contact the Office of Admissions to make arrangements for campus visits. Individual appointments are available as well as various scheduled open houses and other visit events throughout the year.

Converse College will admit to the traditional undergraduate program students who, according to the requirements for admission, are qualified to attend the College. Students whose high school transcript for six semesters gives evidence of the necessary scholastic ability are accepted conditionally upon submittance of transcripts. A final transcript must be sent upon graduation from the high school.

## Secondary School Preparation

Applicants for admission from a secondary school should complete an academic program that prepares them to be successful at Converse. While course offerings vary among schools, students should complete at least 20 academic units including 13 of the following at a college preparatory level:

English	4
Foreign Language or Fine Arts	2
Algebra	2
Geometry	1



History	1
Social Science	1
Laboratory Science	2

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

Home-schooled applicants should provide proof of enrollment in a certified program of study. Home-schooled students are subject to the same documentation requirements as their peers attending a public, private, or parochial high school, with the following clarification.

1. If an official transcript is unavailable, the following must be provided:
  - printed list of classes taken through home-school
  - the grade in which they were taken, the grade the student made in the class and the curriculum used, if available
  - transcripts must be signed by the primary teacher of the student (most likely a parent)
2. General Educational Development (GED) or High School Equivalency Diploma (HSED) scores can be submitted in lieu of a final high school transcript if graduation requirements were not met.

## Credentials Required for Freshman Applicants

1. A completed application (converse.edu/apply).
2. Official secondary school transcripts from all schools attended at the time of application or a copy of the General Education Development (GED) or High School Equivalency Diploma (HSED) transcript showing satisfactory completion. Students who participate in Dual Enrolled programs must submit transcript(s) directly from college(s) attended.
3. Before registering for classes, an official secondary school transcript showing all coursework and that the student has graduated from high school.
4. Students whose first language is one other than English should submit scores from the Test of English as a Foreign Language

(TOEFL) or Duolingo. A minimum TOEFL score of 550 (paper), 213 (computer), or 79-80 (internet) is required.

5. International students must also submit the Declaration and Certification of Finances form. Please see below for more detailed instructions for International applicants.
6. A Reference Form may be required
7. Personal Insight Questions may be required.

## Transfer Course Evaluation

Transfer coursework will be evaluated by the Registrar in consultation with the appropriate department chairs (as needed).

Courses completed in a degree program from an accredited college or university with a grade "C" or better and applicable to the curriculum at Converse are accepted in transfer. Evaluations made by Converse hold only if the student is consecutively enrolled at and graduates from Converse.

Students must request that each institution they have attended send an official, final transcript to the Office of Admissions. If it is discovered that a student has not submitted all transcripts, their status will be changed from degree-seeking to non-degree seeking by the registrar pending a hearing. The hearing committee will consist of representatives from Admissions, Financial Planning, and Academic Affairs.

Transfer students from the state of South Carolina must provide a high school transcript. All other transfer students must provide a high school transcript if they have not successfully completed a two-year program.

Please note that Converse **does not** award credit for military experience or "military occupational specialty" (MOS) credit. Also, Converse does not accept transfer credit awarded from other institutions based on military experience or MOS credit.

## Credentials Required for Transfer Applicants

1. A completed application (converse.edu/apply).
2. Official transcripts from all college(s) or universities attended at the time of application.

3. Applicants from the state of South Carolina must submit a high school transcript. All other transfer students who have not successfully completed at least a two-year program must submit a high school transcript.
4. Minimum cumulative college grade point average (GPA) of 2.0 on a 4.0 scale.
5. The transcript of courses taken at another college should reflect a high quality of work. No credit is transferable for work below C grade. A 2.75 cumulative grade-point average is required for admission to a teacher education program equivalent standards have been met.
6. Submit a Transfer Student Information form from your most recently attended institution.
7. Students whose first language is one other than English should submit scores from the Test of English as a Foreign Language (TOEFL) or Duolingo. A minimum TOEFL score of 550 (paper), 213 (computer), or 79-80 (internet) is required.
8. International students must submit the Declaration of Finances form. Please see below for more detailed instructions for International applicants.
9. A reference form may be required.
10. Personal Insight Questions may be required.

## The Converse II Experience

Through Converse II, students ages 24 and older may enter or return to college to complete undergraduate degrees, earn second undergraduate degrees, or enrich themselves personally or professionally. Converse II students are fully integrated and receive the same high-quality education as our traditional undergraduate students. Outstanding features of the program are a reduced tuition rate, simplified application procedure, no SAT or entrance test scores required, career counseling, and individualized academic advisement. The Converse II experience is an integral part of Converse College—the teaching faculty and academic requirements for the degree are the same for both traditional-aged and Converse II students.

Any student who is a high school graduate or has obtained a GED or HSED and who is at least 24 years old, or has their 24th birthday within the semester for which admission is requested, is eligible to apply. Steps in the application process include submitting an application and fee, submitting official high school and all official

college transcripts, and may include having a personal interview with the Director of Converse II.

Each admitted applicant is assigned one of three classifications:

1. Degree-Seeking candidate (including Second-degree seeking candidate)
2. Non-degree Seeking candidate
3. Provisional candidate (degree candidate)

Degree candidates may be full-time or part-time and may enroll in any major course of study, subject to departmental criteria. There are no time limits on graduation, but the student must maintain the academic standards set forth in the “Academic Regulations” section of the Student Handbook and in this catalog. Non-degree seeking candidates may take courses for credit without completing the full admission process. Please see above for admission requirements pertaining to freshman and transfer students. Provisional students are those applicants whose high school record is below that of students who are usually accepted, and those who have college work with a GPA below 2.5. Students being considered for provisional status must show maturity and motivation that would indicate the potential for success at Converse. Once accepted into Converse II, students may, with departmental approval, enroll in any of the courses and degree programs available at the College. When Converse II students complete at least 60 semester hours of work at Converse, they may graduate “with honors” when grade point ratios are 3.5 or above. Academic regulations are the same for Converse II students as for other students, **and it is the student’s responsibility to know and fulfill curriculum requirements.**

Converse II students are eligible to apply for federal and state grants as well as a variety of loan programs. Certain restrictions apply to students receiving financial assistance such as a minimum number of credit hours enrolled per semester and classification as a full degree candidate. For fees and financial assistance see “Fees and Financial Assistance” section in the Undergraduate Catalog.

## Readmission of Former Converse II Students

Please see above regarding policy for the readmission and re-enrolling of students.

## Credit by Examination

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

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

## Health Forms

Entering students are required by state law to submit a completed health form prior to enrollment in the College and may be required to show proof of certain vaccinations. These forms must be completed prior to a student attending classes. Specific information regarding these forms and requirements is available through the Office of Admissions and will be provided to students after their deposit to Converse.

## Non-Degree Seeking Enrollment

The Office of the Registrar will evaluate students interested in taking one or more courses at the undergraduate level who are not intending to complete a degree program of study. This includes students wishing to take courses only during summer terms, high school students who would like to concurrently enroll in college courses, or other students interested in completing specific coursework. Enrollment for non-degree seeking students is on a term and course basis and does not guarantee admission to a degree program. Specific application requirements, timelines, and processes can be found by contacting the Office of the Registrar.

## Admissions Requirements and Regulations for International Students

Converse College 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 College website.

The 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. Converse College admission standards require the equivalent of graduation from a U.S. secondary college preparatory program. Applicants who have completed university-level work overseas must have earned satisfactory grades on all such university-level work attempted and be in good standing.

Converse College requires that all international academic documents (secondary (if applicable) or post-secondary transcripts, mark sheets, certificates, leaving examination results, etc.) be formally evaluated by a NACES member ([myiee.org](http://myiee.org)). International freshman students are not eligible for the top two tiers of academic scholarships without having an evaluated transcript from a NACES member. All international transfer students must have an evaluated transcript from a NACES member prior to acceptance. Secondary/ High school students must request a “Document-by- document report” and college students must request a “Course-by-course report”. Students are required to pay applicable fees for such services. More information on evaluation services can be found on the college website or by contacting the Office of Admissions.

International applicants whose first language is not English are required to take the TOEFL (Test of English as a Foreign Language) or Duolingo test. Converse College requires a minimum TOEFL score of 550 (paper), 213 (computer), or

79-80 (Internet). The TOEFL requirement may be waived under certain circumstances. Contact the Office of Admissions for details.

In addition to meeting the regular admission requirements, international applicants needing a student visa (F-1) must show ability to meet financial obligations of tuition, fees, and living expenses before an I-20 can be issued. Current (less than three months old) letters of financial support must accompany the Declaration and Certification of Finances Form and will be evaluated based upon exchange rates on the day of process. 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. Undergraduate international students with (F-1) visas are required to carry a full course load (minimum of twelve semester hours in the Fall and Spring Term and three hours in the Jan Term).

International students on nonimmigrant visas are not eligible for state or federally-funded loans or scholarships in the U.S. Limited scholarships may be available from the college based on athletic ability, talent, and academic qualifications.

Health and accident insurance is mandatory for all international students on nonimmigrant visas enrolled at Converse College. Proof of insurance is required before an I-20 may be issued.

## Tuition and Fees

The Undergraduate Catalog statement is considered sufficient notice of the time and terms of payment. Statements, however, are sent monthly via the my.converse.edu portal, as reminders and for the convenience of parents and guardians. All traditional undergraduate students should set their parents up for use on the parent portal. This will be the only means of seeing your billing statement. Fees must be paid promptly at the times specified.

### Residential Students

Comprehensive Fee \$31,448  
Includes tuition of \$19,500  
and room and board of \$11,948

*Room and board fee includes local telephone service, high speed internet access, laundry, and cable television.*

Student Government Association (SGA) Fee of \$175 per semester.

All new students (freshman and transfer) will be assessed a matriculation fee of \$250 in the first semester of enrollment. The matriculation fee covers up to 5 academic transcripts and some graduation regalia and supplies.

Residential students will pay a \$100 room damage deposit in the first semester of enrollment. This deposit is refunded when the student separates from Converse and there are no room damage charges or fees.

### Schedule of Payments

Non-refundable reservation fee (will be applied toward tuition): \$200

For new students, due on or before May 1  
For returning students, due on or before the Friday before Spring break

### Tuition and Fees Due Dates

Fall Term due August 15	\$15,724
Spring Term due Jan 15	\$15,724
For Students entering at Jan Term due December 15	\$15,724

### Commuting Students

Comprehensive Fees	\$19,850
Includes tuition of	\$19,500
Student Government Association (SGA) Fee	\$350

All new students (freshman and transfer) will be assessed a matriculation fee of \$250 in the first semester of enrollment. The matriculation fee covers up to 10 academic transcripts and some graduation regalia and supplies.

Residential students will pay a \$100 room damage deposit in the first semester of enrollment. This deposit is refunded when the student separates from Converse and there are no room damage charges or fees.

### Schedule of Payments

Non-refundable reservation fee (will be applied toward tuition) \$200

For new students, due on or before May 1  
For returning students, due on or before the Friday before Spring break

### Tuition and Fees Due Dates

Fall Term due August 15	\$9,925
Spring Term due January 15	\$9,925
For students entering at Jan Term due December 15	\$9,925

**NOTE:** Tuition and fees must be paid in full by the due date for a student to be eligible to enroll for the term. A \$100 late fee per term will be added to any student account, not paid in full by August 15 and January 15. All financial aid must be completed

and approved, including approval of outside loans, with any remaining balance paid by the due date, in order to avoid this late fee. All Tuition Management Systems Payment Plan accounts must be up-to-date to avoid this fee. Interest will accrue at a rate of one and one-half percent per month on any past due balance.

Any questions, please call Student Billing at 864.596.9032 or 864.596.9592.

A student may matriculate for the Fall and Jan Terms or the Jan and Spring Terms only. No refund will be granted to a student who matriculates for the Fall and Jan Terms and does not register for the Jan Term. Please note: A student who is only enrolled in Jan Term, will owe tuition for the term at the part time rate. Also, a student who is only living on campus for Jan Term will owe a prorated amount for room and board based on the number of days on campus.

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

The College accepts VISA, MasterCard, Discover Card and American Express for payments of tuition and fees. For more information, contact Student Billing at 864.596.9032 or 864.596.9592. Payments may also be made through the student or parent portal online at [my.converse.edu](http://my.converse.edu).

## SPECIAL FEES

Student Government Fee	\$350
Converse II tuition (per hour)	\$380
Part-time undergraduate tuition (per hour)	\$875
Converse II access fee (Fall & Spring semesters)	\$80
Converse II access fee (Jan & Summer terms)	\$50
Late registration fee	\$50
Drop/Add fee, per course.	\$20
Directed Independent Study (per hour)	\$450
Transcript fee	\$10
Audit fee (per class)	\$75
Super Single Room Fee (annual)	\$1,000
Course Overload (per hour over 19 hours)	\$500
SOAR	\$125

Converse alumnae who are below the age of 24, have graduated from Converse College, and wish

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

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

## ADDITIONAL COURSE FEES

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

### Music Lesson Fees

*Fee for students taking one hour lesson per week*

Fall Term	\$530
Jan Term	\$175
Spring Term	\$530

*Fee for students taking one half-hour lesson per week*

Fall Term	\$265
Jan Term	\$87.50
Spring Term	\$265

### Teacher Education Fee

Fee is applied to student teaching for degree completion	\$45
Equitation Fees Individual Lessons (per lesson)	\$35

### Off-Campus Study-Travel Fees

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

Students participating in a study-travel program with a Converse College professor must pay the

costs of the program, in addition to normal tuition and fees. Deadlines for payment of the appropriate fees will be announced by the professor.

## SPECIAL PROVISIONS

### Refund of Fees

Only tuition and board (meal) fees are eligible for a refund.

If a student, after registration, is dismissed from the College, she is not entitled to any refund of fees, or cancellation of any sum due and payable to the College.

All students withdrawing through the first Friday following the first day of classes for Fall or Spring will be refunded 100% of tuition and board fees, less meals and undergraduate students withdrawing through the second Friday following the first day of class will be refunded 80% of tuition and board fees, less meals. Students withdrawing through the third Friday following the first day of class will be refunded 30% of tuition and board, less meals.

All students withdrawing must file the appropriate paperwork with the appropriate officials prior to a refund being granted. Please contact the Office of the Registrar for details.

No refund will be granted to an undergraduate student who matriculates for the Fall and Jan Terms and elects not to register for the Jan Term.

Students withdrawing in Jan and Summer terms should refer to the current year academic calendar (available at [www.my.converse.edu](http://www.my.converse.edu)) for refund dates.

Students withdrawing during or after Jan term will be charged for the meals for the Jan term.

### Delinquent Accounts

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

1. will not provide a diploma or transcript.
2. reserves the right not to allow a student to enroll in a new term, participate in graduation exercises, or register the student's course grade on the transcript.
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 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 charged on outstanding balances. Students should understand that their financial obligation to Converse College constitutes an educational loan to assist in financing their education and is not dischargeable under the United States Bankruptcy Court.

4. 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.

### Miscellaneous

Students desiring to register for less than a full course of study should consult Student Billing for rates and terms.

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.

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

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

## Financial Planning and Scholarships

Converse has been committed to helping qualified students finance a Converse education through a combination of aid based on financial need and academic merit or talent. Alumnae, trustees, and friends of the College have been generous in their support of the excellent scholarship programs that Converse provides. We encourage prospective students and their parents to visit our website at [www.converse.edu/FinancialPlanning](http://www.converse.edu/FinancialPlanning) to explore any type of aid that might be available.

To participate in federal financial aid programs, Converse is required by federal regulations to coordinate the delivery of all funds from all sources to students. Students who receive aid in addition to federal or state financial aid should report the amount and source to the Financial Planning Office.

### When and How to Apply

To determine whether a student is eligible for a federal financial aid program or S.C. Tuition Grant, the student and their family must complete the Free Application for Federal Student Aid (FAFSA). The address for FAFSA on the Web is [www.fafsa.gov](http://www.fafsa.gov). The student and parent (if dependent) should apply for a FSA ID (previously referred to as a PIN) 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.

### How Does the Process Work

The Free Application for Federal Student Aid (FAFSA) must be completed each academic year. The FAFSA opens each year on October 1st for the upcoming academic year. You must list Converse College as one of the schools to receive your information. Converse's Title IV school code, 003431. For S.C. Tuition Grant purposes, it is best if you put Converse's school code as your first choice. Simplify the application process by using the IRS Data Retrieval option when tax return data is requested. The FAFSA requires that you use the prior-prior tax year to complete your FAFSA. For example, to complete the FAFSA for the 2020- 2021 academic year, you and your family will use your 2018 federal income tax data. Using the IRS Data Retrieval Tool saves time, and expedites the application process and reduces the chances of being selected for verification.

After submitting the FAFSA, the student will receive a Student Aid Report (SAR), and Converse will receive the application data electronically.

If additional information is needed to complete a student's file, the student will receive a letter. Items needed may also be viewed through [my.converse.edu](http://my.converse.edu) under Financial Aid and Financial Aid Document Tracking. Submit the requested information as soon as possible and make sure all documents are signed. Forms are available at [my.converse.edu](http://my.converse.edu) or on our website at [www.converse.edu/FinancialPlanning](http://www.converse.edu/FinancialPlanning). Once the student's file is complete, the student will receive an award notice. They may also view all financial aid awards through [my.converse.edu](http://my.converse.edu) under Financial Aid and Financial Aid Awards. Financial Aid awarding is estimated to begin in mid-March of each year for the upcoming academic year.

### Communication with Students

The majority of communications from the Financial Planning 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 Financial Planning Office, please remember to let us know of any mailing address or email address change. The Financial Planning Office staff is here to assist you with any questions you may have. You may call us at 864.596.9019 or email [Financial.Planning@converse.edu](mailto:Financial.Planning@converse.edu). Please allow one business day for a response.

Determination of Financial Need Converse's financial aid programs assist students who have financial need as determined by the federal processor. One of the principles behind need-based aid is that students and their families should pay for educational expenses to the extent they are able. A financial need exists if the resources of the family (expected family contribution or EFC) do not meet the total cost of attending the College.

The total cost of attendance (student budget) is an estimate of the total cost a student incurs as a full-time student for the nine-month academic period (fall, Jan and spring semesters). The indirect costs (the costs not paid to Converse College) may vary depending on your living arrangements, priorities and other personal obligations. Samples of student budgets for 2020-2021 (based on enrollment in at least 12 credits) follow:

<b>Traditional</b>	<b>On-Campus With Parent Off Campus</b>		
Tuition*	\$19,500*	\$19,500*	\$19,500
Room & Board	\$11,948	\$2,988	\$11,948
Books & Supplies	\$1,350	\$1,350	\$1,350
Personal	\$2,200	\$2,200	\$2,200
Transportation	\$1,500	\$2,820	\$2,820
SGA Fee	\$350	\$350	\$350
<b>Total</b>	<b>\$36,848</b>	<b>\$29,388</b>	<b>\$37,050</b>

<b>Converse II</b>	<b>On-Campus</b>
Tuition*	\$9,120*
Fees	\$160
Room & Board	\$11,948
Books & Supplies	\$1,350
Personal	\$2,200
Transportation	\$1,500
<b>Total</b>	<b>\$27,778</b>

## 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 student, and
- Have a high school diploma or GED, and
- Be a U.S. citizen or an eligible noncitizen, 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 number.

## Withdrawals and Financial Aid

Students who withdraw or take a leave of absence from the College and who are recipients of federal financial aid, will have their financial aid eligibility recalculated based on the number of days the student actually attended class

according to the Return of Title IV Funds policy below. Recipients of SC State Aid will have their eligibility recalculated base.

## Return of the Title IV Funds Policy

The U.S. Department of Education requires a return of Title IV financial aid if the student received federal assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Student Loan or PLUS Loan and withdrew from all classes on or before completing 60% of the semester. This return is based on a federally mandated formula. The percentage of Title IV aid to be returned is equal to the number of calendar days the student completed prior to the date of withdrawal divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

If any funds are to be returned after the Return of Title IV aid, they will be used to repay Converse institutional funds, state funds, other private sources and the student in proportion to the amount received from each non-federal source as long as there is no unpaid balance at the time of withdrawal. If there is an unpaid balance, then all aid sources will be repaid before any funds will be returned to the student.

**NOTE:** If funds are released to a student as a refund because of a credit balance on a student's account and then the student withdraws from the institution, then the student will be required to repay some of the federal grants and/or loans to the institution. Failure to repay in a timely manner will result in the withholding of academic transcripts and other institutional information as well as collection fees.

Students who have borrowed at any time from the federal direct student loan program will be required to complete the federally required federal direct loan exit counseling. The Financial Planning Office **will not** sign or clear any withdrawals without a student completing this requirement. If a student leaves the institution without completing the required exit counseling, the Financial Planning Office will place a hold on all student records.



## 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 full-time enrollment. A student who is not full-time will have their award reduced based on the actual number of credit hours enrolled. Students who are not full-time do not pay as much for tuition and fees. A student's enrollment status is determined through the census date of each semester. Adjustments, including complete withdrawal of aid, are made based on the enrollment status through the census date.

For Converse II students: 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 spring can be used to cover your costs for the Jan term, and any resulting credit balance will be disbursed for the spring semester.

All the terms in a summer semester are combined to determine the enrollment status for the summer semester. Full-time status consists of enrollment in a minimum of 12 credit hours. Three-quarter time status consists of enrollment in 9 to 11 credit hours. Half-time status consists of enrollment in 6 to 8 credit hours. Less than half-time status is enrollment in 1 to 5 credit hours.

### How a Student Receives Assistance

A student who applies in time and is eligible can use financial aid award(s) (excluding Federal Work- Study, FWS) to pay tuition and fees and to make book purchases. A student may request to "opt out" of purchasing books with a book voucher at Converse and may request an allowance to purchase books and supplies elsewhere by submitting to Student Billing a Request to Opt Out form by the first day of class for each semester the student wishes to use an allowance. Funds available after direct costs have been paid will be disbursed by the Student Billing Office. All financial aid awards are considered

estimated or anticipated until aid is disbursed to student accounts in the Converse Student Billing Office.

Students who receive a Federal Work-Study (FWS) award and obtain employment through this program are paid once a month.

### Transferring

Financial aid awards cannot be transferred from one college to another. Students must have the results of the FAFSA released to the new college. Students transferring to Converse College must request a duplicate Student Aid Report (SAR) if the results of the FAFSA have not been released to Converse. Converse's Title IV school code is 003431. It is the student's responsibility to notify the Financial Planning Office of prior attendance at another post- secondary school.

### Summer Aid

Financial aid for summer is available to those students who qualify and will be awarded separately from the fall and spring semesters. 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, they 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.

Summer funding is limited and not all funds are available during the summer. Federal Pell Grant is only available if a student has not been enrolled full time during the previous fall and spring semesters. S.C. Tuition Grant cannot be awarded for the summer semester. If during the previous fall and spring semesters the student borrowed the annual loan limit, they will not have any Direct Loan eligibility.

### Satisfactory Academic Progress (SAP)

Students receiving financial assistance through a federal program or S.C. Tuition Grant must be making satisfactory academic progress toward a degree. The Financial Planning 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 College. The cumulative review determines the student's eligibility for financial assistance based on 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 undergraduate students, the minimum completion rate requires a student to earn at least 67% of the cumulative credit hours attempted.
- Courses with grades of F, W and I are not considered completed courses.
- Undergraduate students are required to maintain a minimum cumulative grade point average as defined below:
  - 1-24 hours attempted 1.50 GPA
  - 25-56 hours attempted 1.75 GPA
  - > 57 hours attempted 2.00 GPA
- Students are placed on financial aid suspension if the completion rate and/or the cumulative GPA fall below the minimum requirements. To re-establish 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.
- Undergraduate students who have attempted 180 hours or more will be placed on financial aid suspension.
- Transfer hours are added to the total hours attempted at Converse to assess the length of eligibility.
- 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 suspension.
- To re-establish 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 Committee.
- The number of appeals will be limited to two (2) per student and forms may be obtained from the Financial Planning Office.
- Appeals must include an academic plan signed by the Director of Student Development and Success detailing the requirements the student must meet to ensure SAP standards are met by a specific time or to ensure the student graduates. 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 probation.

## 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 2.0 term GPA and follow the academic plan. If a student does not meet these stipulations, she will be placed on financial aid suspension. (See Suspension for Failing to Meet Probationary Stipulations below.)

If a student meets the probationary stipulations but has a minimum cumulative GPA or a completion rate that does not meet minimum requirements, she will remain on financial aid

probation and must continue to meet probationary stipulations and follow the academic plan.

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, she will be removed from financial aid probation and must continue to meet the SAP policy.

## Suspension for Failing to Meet Probationary Stipulations

- To re-establish eligibility a student must submit and have an approved appeal after completing a semester at Converse College without financial assistance. During the semester attended without financial assistance, a student must take at least 6 credit hours, complete 100% of the attempted hours and have at least a 2.0 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 her from meeting the stipulations.
- 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 she must meet the stipulations, extenuating circumstances do not include being a single parent or working full-time while attending school.
- Students are advised to solve difficulties prior to registering for a probationary period.

## Federal Sources of Financial Aid

Funding for programs is contingent on federal 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.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant is a program from which students may obtain up to \$500 each year depending on their financial need, the availability of FSEOG funds at Converse and the amount of other aid received. In order to be eligible for consideration for the FSEOG a student must be eligible for a Federal Pell Grant.

## Federal Work Study Program (FWS)

The Federal Work Study Program is a federal student aid program that provides part-time jobs for eligible students. Interested students must complete the Free Application for Federal Student Aid (FAFSA) and a Student Employment Application.

## Federal Direct Loans

The Federal Direct Loan is a low interest loan made by the U.S. Department of Education. To determine eligibility, a student must complete a FAFSA and the College's financial aid process. A Subsidized Direct Loan is awarded on the basis of financial need. No interest payments are required before repayment begins or during an authorized period of deferment. The federal government "subsidizes" the loan during these periods by paying the interest for the student.

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 in at least 6 credit hours each semester. Repayment begins six months after graduating or dropping below half-time enrollment. This six month period is referred to as a grace period. The Financial Planning 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). These requirements are completed online at <https://www.studentloans.gov> using the student's FSA User ID.

## Federal Direct Parent Loan for Undergraduate Students )PLUS(

The PLUS loan is available to parents of dependent students, and eligibility is determined by a credit check. The parent must be the student's biological or adoptive parent or the student's stepparent if the biological or adoptive parent has remarried at the time of application. Payments vary based upon the amount borrowed and the interest rate in effect. The amount you can borrow cannot exceed the cost of attendance less other aid awarded. Parents must apply online at <https://www.studentloans.gov> using the parent's FSA USER ID.

## 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.

## Sources of Financial Aid from the State of South Carolina

Funding for programs is contingent on state approval. These guidelines may not be inclusive of all eligibility criteria and are subject to change.

### S.C. Tuition Grant Program (SCTG)

This program is a need-based grant program for S.C. residents who attend one of the 21 in-state

private colleges or universities on a full-time basis. To qualify, the student must meet the academic criteria of the program: rank in the upper 75% of the high school class, score 900 on the SAT (19 on the ACT) or graduate from a S.C. high school with a minimum 2.0 GPA on the S.C. Uniform Grading Scale.

The student must also show need as determined by filing the Free Application for Federal Student Aid (FAFSA). For continued eligibility, a student must meet the federal satisfactory academic progress policy and earn at least 24 credit hours during the previous academic year. The deadline for applying is June 30th for the following academic year.

### S.C. Palmetto Fellows Scholarship (Palmetto Fellow)

This scholarship is awarded by the South Carolina Commission on Higher Education to academically outstanding South Carolina students who attend an in-state college or university full-time. Need is not a factor; however, the student must meet the academic criteria of the program and apply by the deadline dates (usually December 15th and June 15th) of her senior year. Additional information and applications are available through the high school guidance office or at [www.che.sc.gov](http://www.che.sc.gov).

### S.C. LIFE Scholarship (LIFE)

This scholarship is available to South Carolina students who attend an in-state college or university full-time. Students must meet two of three criteria:

(1) score a minimum of 1100 on the SAT (24 ACT), (2) have a minimum 3.0 GPA on the S.C. Uniform Grading Scale or (3) rank in the top 30% of their high school graduating class. The student's final, official high school transcript must reflect a calculation date that falls between graduation and June 15th. For additional information visit [www.che.sc.gov](http://www.che.sc.gov).

### S.C. HOPE Scholarship (HOPE)

This scholarship is available to South Carolina students who do not meet the criteria for the LIFE Scholarship but who graduate from high school with a minimum 3.0 GPA on the S.C. Uniform Grading Scale. The HOPE Scholarship is awarded for the freshman year only, and the student must attend full-time. For additional information visit [www.che.sc.gov](http://www.che.sc.gov).

## 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 college. Students must meet the academic criteria of the program, and financial need is not a factor. For additional information visit [www.scstudentloan.org](http://www.scstudentloan.org).

## Veterans Educational Benefits

Eligible veterans can receive assistance by applying for education benefits through Converse's VA Certifying Official in the Financial Planning Office. The U.S. Department of Veteran Affairs is the only agency that can determine eligibility for and award this benefit. To determine eligibility, call the VA Regional Office at (888.442.4551), then contact the Financial Planning Office to obtain the appropriate forms for certification.

The following is a synopsis of Veterans Assistance (VA) Program Chapters. Chapter 30 The Montgomery Bill®. This program provides educational benefits to individuals entering military service after June 30, 1985. A form DD 214 Member 4 is required. Chapter 31 Vocational Rehabilitation for Service-Disabled Veterans. This program is for individuals who have a compensable service connected disability and the U.S. Department of Veteran Affairs determines that training and rehabilitation services are needed to overcome an employment handicap.

Chapter 35 Dependents Educational Assistance Program. This program is for dependents (spouse or children) of individuals who die or are permanently disabled from service connected causes.

Chapter 1606 Montgomery G.I. Bill®-Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD 2384 (NOBE) is required.

Chapter 1607 Reserve Educational Assistance Program. This program is available to members of a reserve component who serve on active duty on or after September 11, 2001, for a contingency operation. A form DD 214 or a copy of the orders is required.

Chapter 33 Post 9/11 Veterans Education Assistance Act of 2008. To be eligible, the service member or veteran must have served at least 90

aggregate days on active duty after September 10, 2001. A form DD 214 or a copy of orders is required.

G.I. Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

## Academic Requirements

A student receiving VA benefits is required to maintain the same academic progress standards to be considered in "good standing" by the College. See Academic Progress Standards in this Catalog. A student receiving VA benefits who is academically disqualified and subsequently relieved by the Vice President of Academic Affairs and allowed to register for classes must have documentation that the student has a reasonable likelihood to maintain satisfactory attendance, progress and conduct in the future. This documentation is used to support a statement required to be submitted with the recertification of enrollment to VA.

## Address Changes

VA students must notify the Certifying Official of any address change by completing the address change form.

## Advanced Payment Request

VA students should be prepared to pay tuition, fees, books and supply expenses when due; however, you may request an advance payment of the first VA benefit check. To qualify for advanced payment, the VA student must have been out of school for at least a full calendar month, completed the admissions process at Converse and completed a VA advanced payment application at least 45 days prior to the first day of class. The Department of Veterans Affairs mails the check to the College for disbursement. VA students must complete the registration process, including fee payment, before receiving the advanced payment check.

## Class Attendance

VA students must adhere to the attendance policy established by the College. VA students who accrue more than the allowable number of absences will have VA benefits terminated.

## Drops and Withdrawals

VA students must report course drops or a term withdrawal to the Certifying Official. To ensure timely notification to VA, reports will be run monthly to identify VA students who have dropped courses or withdrawn from the term. At the end of each semester, VA students who earn a grade of "F" are reported to VA with the last date of attendance.

## Eligible Courses

VA students may receive benefits only for those courses that are required for graduation or are a prerequisite for courses required in the program of study. When additional courses beyond the courses required for graduation are needed to overcome a grade point deficiency, the additional courses may be approved with required documentation outlined in VA regulations.

## Internet/Online, Hybrid and Video Courses

Converse offers a variety of course delivery methods. Non-traditional course delivery methods are listed in the course schedule and on the College's website. Converse expects students to participate in all instructional activities since these courses are comparable to resident (traditional classroom) courses. Converse requires that each course offered in one of these non-traditional formats meets prescribed academic standards.

Each course delivery method must include:

- a provision for an assigned instructor;
- a provision for instructor-student interaction on at least a weekly basis and a stipulation that this interaction is a regular part of the course program;
- a statement that appropriate assignments are required for completion of the course;
- a grading system similar to the system used for resident (traditional classroom) courses; a schedule of time required for the course that demonstrates that the student will spend at least as much time in preparation and training as is normally required for resident (traditional classroom) courses.

## Non-punitive Grades/Mitigating Circumstances

Regulations prohibit payment of VA benefits for a course from which the student withdraws. Unless the student submits to VA documentation of mitigating circumstances, the student must repay to VA all the money paid to him or her for the pursuit of that course from the start of the term - not just from the date she dropped the course.

## Prior Credit

VA students who have attended another college must submit all collegiate transcripts to the Converse Admissions Office for evaluation even if transfer credit is not requested.

## Program Changes

VA students who change programs must complete a change of program form in the Financial Planning Office. Credit hours earned that fulfill requirements in the new program must be transferred as required by regulations.

## Repeated Courses

There is no limit on the number of times a course may be repeated for which a failing grade (or a grade which does not meet the minimum requirements for graduation) was received as long as the grade assigned to the repeated course at the end of the term is punitive.

## Tutorial Assistance for Veterans

VA students may receive monetary assistance from the VA to pay for a tutor if one is required.

## 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.

## South Carolina National Guard College Assistance Program (NGCAP)

This program was established to provide financial assistance to members of the South Carolina Army and Air National Guard. NGCAP covers the cost of attendance as defined by federal regulations up to a maximum amount each award year. The maximum amount will be determined annually by the S.C. Commission on Higher Education (CHE). Students who have earned a bachelor's or graduate degree are not eligible. To qualify, the student must be in good standing with the active National Guard at the beginning of each academic year and remain a member in good standing throughout the entire academic year, maintain satisfactory academic progress, be a U.S. citizen or a legal permanent resident and satisfy additional eligibility requirements as may be promulgated by CHE. The S.C. National Guard is responsible for providing a list of all eligible Guard members to CHE which will in turn notify the College. To be awarded, the student must be on the list from CHE.

## Endowed Academic Scholarships

Converse College awards merit based scholarships to well qualified candidates both at the time of admission and at various points throughout the admissions process. Scholarships may be offered based solely on a candidate's individual academic accomplishments or through a competitive process. All academic scholarships are made possible by the generous gifts of supporters of the college to endowed and annual funds. Students who receive endowed academic scholarships will be notified prior to classes which donor(s) made their funding possible.

## Endowed Talent-Based Scholarships

Converse appreciates the diverse set of talents students bring along with their academic achievements. Endowed talent based scholarships may be available to those students who qualify through their involvement in particular programs and through auditions, portfolio reviews, or performance evaluations.

## Endowed Scholarships

The following is a list of funds made possible through the generosity of trustees, alumnae,

parents and friends of the College. Each scholarship has specific criterion. Converse awards named endowed scholarships to deserving students who possess academic ability and leadership potential. Distribution of the endowed scholarship award is made in two equal payments in the fall and spring semesters, unless otherwise noted. The award will be directly applied to the student's account upon verification of the student's full-time enrollment. Students will be notified of which donor (s) support their endowed scholarship awards each fall by the Director of Donor Relations. Students are expected to properly acknowledge their donor (s) each year with a progress report of their studies at Converse.

### **Ada Smith Lancaster Endowed Scholarship**

### **Aeolian Music Club Scholarship**

### **Agnes Callison Page Carstarphen '62 Endowed Scholarship**

### **Agnes Petty Pringle Scholarship**

### **Algernon Sydney Sullivan Foundation Scholarship**

### **Alice A. Suiter Endowed Scholarship**

### **Alice Fitzgerald Lockhart Bates Scholarship**

### **Alice Freeze Poole Scholarship**

### **Amy Stroup Scholarship**

### **Anna Black Habisreutinger Converse Scholarship**

### **Annabel Hamilton Cribb Scholarship**

### **Anne Ebersbach Endowed Scholarship**

### **Anne Lathan Allen Endowed Fund**

### **Antoinette Walker Denny Scholarship**

### **Atlanta Alumnae Chapter Scholarship**

### **Beatrice S. and Thomas H. Maybank Endowed Scholarship**

### **Belk General Scholarship**

### **Bettie Broyhill Gortner and Allene Broyhill Stevens Music Scholarship**

### **Betty Heath Johnson Scholarship**

Betty James Montgomery Scholarship  
Betty Oare Endowed Scholarship  
Bill and Valerie Barnet Endowed Scholarship  
Billy Webster Endowed Scholarship  
Bradley-Turner Foundation Endowed Scholarship  
Callie Rainey Music Scholarship  
Camille Chappell Sample Memorial Scholarship  
Carolyn Belcher Hansard Scholarship  
Caroline M. and Robert O. Pickens, Jr. Scholarship  
Carolyn Worth Music Scholarship  
Carroll McDaniel Petrie Endowment Scholarship  
Charlotte Smoak Verreault Endowed Scholarship  
Charner William Bramlett Memorial Fellowship Fund  
Class of 1938 Scholarship  
Class of 1973 Scholarship  
Class of 1981 Spirit of Converse Scholarship  
Claudia Howell Bissell Music Scholarship  
Clifton-Converse Foundation Scholarship  
Close Scholarship in Deaf Education Columbia Alumnae Scholarship  
Converse II Scholarship  
Cornelia Maslin Grier Endowed Scholarship  
Crescent Scholarship  
Dorothy Law Scholarship Fund  
Dorothy Ormand Grier '50 and J. Thomas Grier Endowment Scholarship  
Dr. Henry J. Janiec Scholarship  
Duke Energy STEM Scholars Program  
E. Craig Sr. and Mazie H. Wall '31 Scholarship

Edward S. and Irene W. Croft Scholarship  
Elaine Finklea Folline '58 Endowed Scholarship  
Elizabeth and Joseph Conklin Scholarship  
Elizabeth Hamner Endowed Scholarship  
Elizabeth Lyles Blackwell Endowed Scholarship  
Elizabeth Patterson Perrin Scholarship  
Elizabeth R. Jones Music Scholarship  
Ellen Glenn Lightsey Scholarship  
Elsa Ezell Holman Scholarship  
Emily Jones Rushing Scholarship  
Eugenia Tinsley Webb Scholarship  
Evan Gentry and Mack Hall Griffin Scholarship  
Evelyn H. and Broadus R. Littlejohn Sr. Scholarship  
Evelyn Johnston Mims Scholarship Faculty Memorial Scholarship  
Faith Courtney Burwell Music Scholarship  
Faith Courtney Burwell Voice Endowed Scholarship  
Fannie Louise Vermont Holcombe Endowed Scholarship  
Felder Frederick Forbes Scholarship  
Florence Andrews Helmus Music Scholarship  
Florence Andrews Helmus Scholarship  
Floride Smith Dean Scholarship  
Frances and Ralph Powell Memorial Scholarship  
Frances Council Yeager Scholarship  
Frank Platt Scholarship Fund  
Fred and Sarah Miree Tollison '71 Endowment Scholarship  
Fullerton Foundation Scholarship  
G.W. Saunders Scholarship  
Garrett-Dunn-Joyce Endowed Scholarship



**Gavel Mortar Board Scholarship**

**Gayle G. & Nathaniel F. Magruder Scholarship**

**Genelle H. Brown Endowed Scholarship Fund in Music**

**General Music Scholarship General Scholarships**

**Genevieve Parkhill Lykes Memorial Scholarship**

**George & Carol Mahon Tate Education Endowed Scholarship**

**George & Carol Mahon Tate Music Endowed Scholarship**

**George Dean Johnson Scholarship**

**Georgia B. Dickert Endowed Scholarship Fund**

**Glenn C. Stables Scholarship**

**G. McLeod and Mildred Kimberly Riggins Merit Scholarship**

**Hamilton-Jones-Powers Memorial Scholarship**

**Hazel B. Abbott Memorial Scholarship**

**Hazel Salley Arthur Scholarship**

**Helen W. & Collins P. Sink Endowed Scholarship**

**Henry Edmund Ravenel Scholarship**

**Honorable S. J. Simpson Scholarship**

**Irene Walker Conner Scholarship J**

**ames Lee Turner Scholarship**

**James David Cobb Endowed Fund Jane Dalton Scholarship**

**Jane Love Bratton Endowed Scholarship**

**Janie Lee O'Farrell Moore Scholarship**

**Janis Dengler Endowed Scholarship**

**Jasmine E. Kennedy '11 Endowment Scholarship**

**Jean '66 and Mike Russ Scholarship**

**Jean Harris Knight Scholarship**

**Jean Stafford Camp '43 Scholarship**

**Jeanne Smith Harley Endowment for Mickel Library**

**Jeffrey Willis Endowed Scholarship**

**Joe Ann Level Award of Excellence Endowment**

**Joe R. and Joella F. Utley Foundation Endowed Scholarship**

**John Edward Johnston Scholarship**

**John Wiley and Rowena Eaddy Williams Scholarship**

**Johnson Academic Endowed Scholarship**

**Judy Voss Jones Endowed Scholarship**

**Julia B. Klumpke Scholarship**

**Justine V.R. Milliken Endowed Scholarship**

**Karen White Holding Fund**

**Kathleen Elura Jones Copeland Scholarship**

**Kathryn Lemmon Dibble Endowed Scholarship Kinney Family Scholarship Endowment**

**KPB Anonymous Scholarship**

**Kurt and Nelly Zimmerli Endowed Scholarship**

**Ladson H. Beach Endowed Scholarship**

**Lalla Nimocks Overby '45 Endowed Scholarship**

**Leigh Anne Ward '97 Endowed Scholarship Fund**

**Lillian Caldwell Cecil Endowed Scholarship**

**Liz White Calvert '84 Spirit of Converse Scholarship**

**Lola Rosborough Johnston Scholarship**

**Louise B. Carlisle Gavel Scholarship**

**Louise Salley Hartwell Scholarship**

**Louise Williamson Winslow Lewis Scholarship**

**Lucie Lorenz Watkins Scholarship**

**Lucille Hawkins Seixas Scholarship**

**Lynn Stephens Scholarship**

**Malloy Family Scholarship Endowed Fund**  
**Margaret Andrews Helmus Eagan Scholarship**  
**Margaret F. Porter Scholarship**  
**Margaret Goette Brooks '66 Endowment Scholarship**  
**Marian Ritchie Johnson '48 Endowed Scholarship**  
**Marion and Wayland Cato Scholarship**  
**Marion Rivers Cato Endowed Scholarship Fund**  
**Marjorie R. Polchow 2011 Endowment Scholarship in Vocal Performance**  
**Marsha H. Gibbs Endowed Scholars Fund**  
**Martha Jane McWhite Heath Scholarship**  
**Martha Moore Scholarship**  
**Martha Phifer Memorial Scholarship**  
**Martha Robinson Rivers Scholarship**  
**Mary Adair Edwards Phifer Scholarship**  
**Mary Anderson Craig Harris Scholarship Fund**  
**Mary Andrews Stables Scholarship**  
**Mary Ann Craft Endowed Scholarship**  
**Mary Chambless Dryer Cloud Scholarship**  
**Mary Elizabeth Dowling Able Scholarship**  
**Mary Emily Platt Jackson Music Scholarship**  
**Mary F. Smith Memorial Scholarship**  
**Mary Gammon Dickson 1912 Memorial Scholarship**  
**Mary Helen Dalton Scholarship**  
**Mary Jane Edwards Young '47 Endowment Scholarship for Petrie School of Music**  
**Mary Kennedy Berry '41 Memorial Endowed Scholarship**  
**Mary Lowndes Barron Smith Endowed Scholarship**  
**Mary Nicholson Endowed Fund**

**Mary Wilson Gee Scholarship Mary Z. Ward Music Scholarship**  
**Mayes Family Scholarship Mildred Johnston Hay Scholarship**  
**Mildred R. Orr Endowed Scholarship**  
**Milliken Fund**  
**Min Murray Haselden Cheves Scholarship M**  
**indy Traphagan Scholarship**  
**Mr. and Mrs. Thomas Howard Suitt Sr. Scholarship**  
**Mrs. Ben W. Montgomery Scholarship**  
**Mrs. Robert I. Woodside Award Fund**  
**Nancy McCall Poynor Scholarship Fund**  
**Nancy Reep Tait Voice Scholarship**  
**Neville Holcombe Americanism Scholarship**  
**Norfolk Southern Endowed Scholarship**  
**Pacolet Manufacturing Company Scholarship**  
**Paul C. and Josephine A. Thomas Music Scholarship**  
**Peggy Bradford Long '49 Endowed Scholarship**  
**Priscila Mullen Gowen Memorial Endowment Scholarship Fund**  
**R. J. Little Family Scholarship**  
**Rachel Minshall Waters Endowed Scholarship**  
**Rachelle Ellison Mickel Endowed Scholarship**  
**Radiana Pazmor Scholarship from Pi Kappa Lambda**  
**Rebecca Gilbert Chancellor Scholarship**  
**Renea' Parker '99 Endowed Scholarship Retired Faculty Scholarship**  
**Robert L. Maclellan Music Scholarship**  
**Robert L. Maclellan Undergraduate Merit Scholarship Robert T. Coleman, Jr. Scholarship**  
**Rochelle Grubb Memorial Scholarship**

**Rose Cornelson Montgomery Scholarship**  
**Rose Montgomery Johnston Scholarship**

**Ruby and Albert Flaccoe Endowed Fund**

**Ruth Paddison Music Scholarship**

**Ruth Paddison Arts and Sciences Scholarship**

**Clay Williams Music Scholarship**

**Salley Hite Anderson Endowed Scholarship**

**Sandra Sherard Bethea Scholarship**

**Sara Gossett Crigler Scholarship**

**Sara Routh Plyer Scholarship**

**Sarah E. Lobban '58 Endowed Scholarship**

**Sarah Sitton Gambrell Scholarship Endowment**

**Sarah Stacy Butler Endowed Scholarship**

**Serena Lee Scholarship**

**Simpson Scholarship**

**JM Smith Foundation Endowed Scholarship**

**South Carolina State Fair Endowed Scholarship**

**Spartan Mills Scholarship**

**Steve Hunt Theatre Scholarship Endowment**

**Strom Thurmond & Holly Richardson Public Service Scholarship**

**Susie Mathews Abney Scholarship**

**Tara LeWynn Sturdivant '85 Endowment Scholarship**

**Tom and Mary Slaughter Endowed Scholarship**

**Tom and Tracy Hannah Endowed Scholarship**

**Vernon B. & Everiell Ivey Hallman '38 Scholarship Fund**

**Virginia Kiser Beach Endowed Scholarship**

**Virginia Mae McCall Gore Scholarship**

**Virginia Tompkins McLaughlin Scholarship**

**W. Hayward Ellis Memorial Theatre Scholarship**

**Wallace Duncan Dupre Sr. Scholarship**

**Wallace W. and Nelia W. Littlejohn Scholarship**

**Walter S. Montgomery Sr. Scholarship**

**Warren E. Barker Music Scholarship Fund**

**Weisiger Outstanding Scholar-Athlete Scholarship**

**William Randolph Hearst Endowed Scholarship Fund**

**Winged Victory Scholarship**

#### ANNUAL SCHOLARSHIPS

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

**Annual Scholarships Advance America Scholarship**

**Charner William Bramlett Memorial Fellowship Fund**

**Floride Smith Dean '25 Music Scholarship**

**Peggy Thomson Gignilliat Music Scholarship**

**Grace Heck Adopt-A-Scholar Scholarship**

**Dean Joseph H. Hopkins Annual Scholarship**

**Mary Hart Law Annual Music Scholarship**

**Charles and Mary New Scholarship**

**H. Morgan Rogers and Anne W. Rogers Scholarship Fund**

**Rotary Club Scholarship**

**SCICU Scholars Program**

**D. L. Scurry Foundation Scholarship**

**Virginia Turner Self Scholarship**

**Walter Spry Memorial Scholarship**

**Algernon Sydney and Mary Mildred Sullivan Scholarship**

**TG Scholarship**

Emily Leigh Tunno Scholarship

Elizabeth Hubbard Wakefield Scholarship

Lettie Pate Whitehead Foundation Scholarship

## Academic Life

### The Curriculum

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

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

### The Mickel Library

The Mickel Library holds more than 200,000 books, scores, music recordings, DVDs, microforms, and archival materials. It currently provides access to a variety of online databases, including 39,500 periodicals in full text, 330,000 ebooks and thousands of reference works. These resources are available to students and faculty 24 hours a day.

Seating more than 200 users and generally open 85 hours a week, the library provides reference service to help students with research assignments, an interlibrary loan department to

obtain materials from other libraries, and direct borrowing privileges at the libraries of other colleges and universities in South Carolina. Computers and Wi-Fi access within the library enable students not only to search the catalog, other online resources, and the open Internet, but to use software applications for research and study.

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

### The Academic Calendar

The academic year is divided into three terms: Fall, Jan, and Spring Terms. The Fall and Spring Terms are approximately 13.5 weeks in length and the Jan Term is twenty instructional days. Students normally enroll in 12 to 16 hours in the Fall and Spring Terms and 3 to 5 hours in the Jan Term. Students must enroll in an adequate number of hours to make satisfactory progress toward a degree and for financial aid purposes. The Jan Term enables students to engage in internships, participate in a study/travel program, devote the term to an intensive study of a single subject, or, if they prefer, enroll in the regular courses of the curriculum, which are provided in adequate number and variety.

### Career and Pre-Professional Programs

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

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

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

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

## The Center for Career Development

The Center for Career Development is located in the Montgomery Student Center and can be reached at 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. See the Student Handbook for the support services that are offered.

## Internships

Internships, work experiences which earn academic credit under the direction of a faculty member, are extremely valuable for career decision-making and in providing career related experience. Internships must be arranged with the student's faculty advisor and the personnel in the Center. The Center will facilitate the internship process but does not guarantee any student an internship.

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

Students typically earn one credit hour for every 40 hours worked at the internship site. At the end of the internship, each student will be evaluated by the site supervisor. In turn, the student will evaluate the placement in terms of its educational value.

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

Academic Regulations for Internships are limited to sophomores, juniors and seniors who have a 2.0 cumulative GPA at the time of application and who have completed at least 12 credit hours at Converse College prior to approval. Individual departments may require additional requirements and prerequisites. Most internships are graded on a pass/fail basis, however some may be given letter grades at the discretion of the faculty advisor. The grading policy must be noted on the syllabus prior to registration. A student may apply a maximum of 12 credit hours of internship credit toward graduation.

## Programs for Study Abroad

### Jan Term Travel

Converse offers a number of unique opportunities during the Jan Term and occasionally over Spring Break. These programs, which are designed and led by Converse faculty, are often interdisciplinary and provide students with the opportunity to earn general education, major, minor, or elective credit. Course offerings vary from year to year and have included travel to various destinations in Europe as well as South and Central America. Recent examples include a trip to Italy to study art and Austria to study German and music history. January 2020 destinations include Greece (art appreciation or studio art credit) and Ireland (English or theatre credit). In addition to international study during the Jan Term, Converse also will occasionally offer students the opportunity to travel domestically for academic credit. These courses are also designed and led by Converse faculty and have included travel to Florida and Wyoming.

### Other Opportunities

In addition to Converse-led travel courses, students can also study abroad for a semester, an academic year, or during the summer in countries across the globe. Recently Converse students have spent semesters in Belgium, Germany, and Hungary. Students interested in studying abroad for a semester or an entire academic year are encouraged to start planning for this opportunity as early as possible in consultation with their academic advisor(s) and the Director of International Studies. Dr. Madelyn Young, Director of International Studies, will work with students to select an appropriate program

based on academics, time frame, and other considerations such as cost and housing arrangements. In many instances, it is possible to establish consortium agreements with other institutions so that grades and credits are recorded as if the courses had been taken at Converse. In other cases, grades will be recorded as transfer credits.

### Nisbet Honors Program in Scotland

Through the selective Principia Consortium, students in the Converse Nisbet Honors Program are eligible for consideration for a special honors study abroad experience at the University of Glasgow, Scotland. The Scotland program is available for Fall or Spring. Interested students should contact the Director of the Honors Program for more information about the application process.

From time to time, other travel opportunities may arise as part of the various extra-curricular or co-curricular activities such as Model League Programs or the Petrie School of Music. These trips are arranged and led by their respective faculty or staff advisors.

### Study Abroad Scholarships

Converse provides a number of scholarship opportunities to support study abroad. Eligible students who will be earning academic credit for their study travel experiences may apply for scholarship assistance from the college. Applications for the 2020-21 academic year can be found online at My.Converse and will open in the early Spring semester. Application forms will remain open for approximately 4 weeks but students are advised to consult the deadlines posted to Daily Announcements and My.Converse. Scholarship amounts vary from year to year. Specific requirements for awards are listed below, but all awards require students to be in good academic standing with the college. Preference is given to students who have not previously received study-travel scholarships from Converse.

All students may apply for a **Chapman scholarship**, which honors alumna Anne Morrison Chapman and the Wean Family Study Travel scholarship. Both awards are open to all Converse students who wish to participate in a study-travel experience regardless of major. The Chapman award is restricted to students traveling outside of the United States.

The **Bynum Study Travel Scholarship** is awarded to the Converse student who has demonstrated the highest levels of academic achievement at Converse. Academic merit is the primary consideration for this award but financial need may also be considered.

Students majoring in Interior Design are eligible to apply for the **Caughman scholarship**, which honors alumna Pamela Caughman. Preference may be given to students with financial need.

Students majoring in English are eligible to apply for the **Morgan scholarship**, which honors Professor Emeritus Charles Morgan. Preference is given to students participating in Converse travel experiences, particularly those for English credit, and to those students demonstrating financial need.

Nisbet Honors students are also eligible to apply for a study abroad scholarship from the **Nisbet program**. This scholarship applications are accepted in the fall semester, and interested students should contact the Nisbet program directors for more information.

Additional scholarship opportunities for students who wish to travel domestically may be available during the academic year thanks to our new Q.E.P. program, Converse Across Boundaries.

Students are encouraged to contact Dr. Madelyn Young, Director of International Studies, to learn more about study travel opportunities at Converse or visit the Study Travel section of the Converse website.

### Academic Advising

The Converse College advising program provides academic guidance to students from their entrance until their graduation. Freshman Mentors, who serve as the faculty for Converse's required First Year Seminars, help students adjust to college life, guide their choice of academic programs, and assist in the development of their talents and goals during their first semester, and throughout a student's career at Converse. Besides seeing their students in class on a weekly basis, Freshman Mentors schedule conferences with students at regular intervals, and are available for consultation at any time during the fall and beyond. A student may declare her major upon entering Converse. In that case she will be assigned a major advisor, but will also continue meeting with a designated Freshman Mentor. If the student does declare a major upon entering

she may work with her major advisor during the advising period for January and Spring terms. If the student does not declare a major upon entering she may do so at any time, switching during January and Spring terms advising period or after.

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

## Writing Center

Located on the second floor of the Mickel Library in Suite 204, the Writing Center provides assistance to all students seeking to build their writing skills. The Writing Center supports writers at all levels, enrolled in all classes, at any point in the writing process. Also, any student who wishes to enhance her skills generally or to have a friendly reader for her newest poem, essay or story, can also find a receptive audience. The Writing Center offers assistance with learning pre-writing strategies, understanding the writing process, developing a thesis, strengthening the focus of a paper, including supporting details, creating effective introductions, recognizing strengths and needs, and increasing understanding of proper grammar. The Writing Center 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.

Appointments are suggested since a wide range of times are available and appointments will be given priority over drop-ins. Appointments can be made by visiting:  
[ccwritingcenter.youcanbook.me](http://ccwritingcenter.youcanbook.me)

## The Nisbet Honors Program

Although Converse has offered some honors courses in the past, the Nisbet Honors Program began in 2000 when Converse alumna Marian McGowan Nisbet '62 and her husband Olin established an endowment to support a full honors program.

The mission of the Nisbet Honors Program is to offer academically gifted students the challenge

and community in which they may grow to their full potential. The Honors Program includes opportunities to do independent research with faculty mentors, to take honors courses with other academically gifted students, to meet nationally known visiting scholars, to receive funding for study-travel and professional development, and to meet socially to discuss intellectually challenging topics. For further information concerning the Nisbet Honors Program, refer to the academic department section of the Undergraduate Catalog.

## Academic Honors

### Honors at Entrance

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

### Class Honors

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

### Dean's List

Eligibility for the Dean's List, prepared at the end of each Fall and Spring Term, is based on the following criteria:

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

Students graduate with "academic distinction" from Converse according to the following criteria:

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

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

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

## Honorary Organizations

### Alpha Lambda Delta

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

### Alpha Psi Omega

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

### Alpha Sigma Lambda

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

### Delta Omicron

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

### The Gamma Sigma Society

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

### Mortar Board Gavel Chapter

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

### Phi Sigma Iota

Phi Sigma Iota is a national foreign language honor society. Its primary objectives are the recognition of above average ability and attainments in languages and literature, the stimulation of advanced work and individual research in this field, and the promotion of a friendship and understanding between our nation and the nations using these languages.

Students eligible for membership must meet the following requirements: Junior or Senior standing (Sophomore in exceptional circumstances); a curriculum with an emphasis in foreign language; at least a "B" average in their entire college work as well in all courses in language; and completion of at least one course in foreign language at the third- year level or beyond. Membership is by faculty recommendation and invitation.

### Pi Gamma Mu

The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to provide an equal opportunity for an exchange of ideas between individuals involved in the various fields



of social science. Only students with at least twenty semester hours of social sciences with an average grade therein of not less than "B" are considered for membership.

### Pi Kappa Lambda

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

### Pi Lambda Theta

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

### Student Marshals

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

### Theta Alpha Kappa

Theta Alpha Kappa is the national honor society for Religious Studies and Theology. It promotes excellence in the study and teaching of these

fields and seeks to bring students, teachers, and writers of Religious Studies and Theology together both intellectually and socially. Membership is open to students who have completed 12 hours in religion or related courses, who have a cumulative grade point average of at least 3.0, who of their class have a grade point average of at least 3.5 in religion courses, and who are in the upper 35 percent of their class.

## Academic Regulations

Converse College offers the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Musical Arts and Bachelor of Science. Students may complete two degrees; however, this is usually a complicated and demanding process. Students planning to earn two degrees should talk with their advisers as soon as they have decided that they want to do this. It is the responsibility of each student to know the requirements for the completion of her degree.

## Requirements for the Bachelor's Degree

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

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

Most majors consist of a minimum of 30 credit hours of coursework in one academic discipline and a double major consists of the course requirements for the major in two academic disciplines. No more than four courses that are cross-listed or that are required for both majors may count toward the satisfaction of the major requirements in the two majors. For cross-listed courses, the student will receive credit in the subject area for which the student has chosen to

register. They may not change their choice of course designation at a later date without the approval of the Associate Provost for Student Success.

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

A minor consists of a minimum of 18 credit hours in a planned program of study within a given department. Refer to the portion of the Catalog devoted to the departments for specific information about the minor programs offered. The College permits interdisciplinary minors, which require a minimum of 21 credit hours in planned programs between two (or more) departments.

Students may select a major, major and minor, or double major as early as the fall the term of the freshman year or during the sophomore year. The student completes the "Declaration of Major" form that is available from the Office of the Registrar or the Office of the Associate Provost for Student Success to declare or to change a major, minor or degree.

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

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

To be eligible for the bachelor's degree, the student must complete no fewer than the last 42 credit hours of coursework at Converse. Exception: Upon approval of the Associate Provost for Student Success a student may be permitted to complete up to six of the last 42 hours at another accredited institution. Ordinarily this exception does not apply to students who have earned a total of only 42 hours of coursework at Converse.

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

In addition to the academic and residency requirements, the College requires as a condition for the awarding of any diploma, the payment of all fees and fines owed to the College; the performance of any obligation, such as an exit interview, connected with a student loan; the completion of any sanction resulting from the student judicial system; and completion of assessment instruments during their freshman and junior years. Students must also apply through the Office of the Registrar for graduation no later than the last week of the Fall Term prior to the regular commencement exercises.

## Second Baccalaureate Degree

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

## Early Commencement Requirements

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

1. A student must be present and participate in the graduation ceremony.
2. Only students who lack no more than four hours to meet the minimum hour requirement for the degree are eligible. Students must complete the remaining hours by the end of the spring term of the following academic year. The residency requirement that a student may take no more than 6 of the last 42 hours of coursework at another institution applies to all students who are participating as early commencement candidates.
3. To qualify for early commencement, a student must have achieved a cumulative grade point ratio of 2.00 by the end of the Spring Term in which she has applied to early commence, must have a 2.00 GPA in her major and no incomplete grades that have not been made up or completed. In case of illness or emergency, students may appeal the requirements stated above to a committee comprised of the appropriate dean, the student's academic adviser and the Associate Provost for Student Success .
4. 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."
5. The early commencement participants receive blank diplomas at the May exercises. They receive their official diplomas at the end of the summer or the following May, contingent upon the completion of all requirements, with the date of the appropriate commencement appearing on the diploma.
6. An early commencement student who fails to achieve the required grade-point ratio, or fails to meet the required number of hours for graduation by the end of the summer, is

automatically disqualified from receiving the official diploma until the academic deficiencies are removed. Ordinarily this means that such students are not eligible to receive their official diplomas until the following May or the next official date of graduation.

7. Participation in the graduation exercises is regarded by the College as ceremonial and symbolic. Students may not consider themselves graduates of the college in any legal or official sense until the Registrar of the College has certified that the students have met all the requirements for graduation.
8. Students who participate in early commencement cannot be recognized as qualifying for honors at graduation.

## Grades and Quality Points

Grades for undergraduates are recorded in the following terms:

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

## Other Symbols

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

A grade of I automatically becomes an F unless the student completes the course requirements by the end of the next long term. To receive an incomplete, the student must have the permission of the instructor who is teaching the course. The instructor, in consultation with the student, determines the requirements that the student must complete to receive a grade. These requirements are listed on an "Incomplete

Contract” form that may be obtained from the Office of the Registrar. The grade of I will continue to show on the student’s record with the grade the student receives after the course requirements are met.

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

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

## Pass/Fail

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

1. Courses that are required Pass/Fail, such as Computer Literacy, internship or practicum are not part of this policy.
2. Each student may take up to eight (8) credits of her 120 required credits for graduations on a Pass Fail basis at her discretion. The student and her advisor are responsible for keeping track of these hours.
3. A student may not take the following for Pass/ Fail:
  1. Courses that will be a part of the student’s major, minor, or general education program.
  2. Honors courses.
  3. Directed Independent Studies.
4. To be eligible for a Pass/Fail course, a student must have:
  1. Completed 30 credit hours of college courses.
  2. A GPA of 2.5 of higher.

3. Permission of her advisor. Students not meeting these minimum criteria may be allowed to receive Pass/Fail credit with permission of their advisor.

5. A student must tell the Registrar that she plans to take a course for Pass/Fail by the end of the course add period at the beginning of the semester. The student must have the advisor’s signature indicating permission to take the course on a Pass/Fail basis.
6. Grades of P do not count toward the student’s GPA, but the credits are awarded towards the degree. Grades of F are recorded as such on the student’s transcript, and are calculated as part of the student’s GPA.
7. Repeated courses must be taken for letter grades, regardless of how they were originally taken.

## Final Exams

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

## Retaking a Course

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

1. The student may retake a course no more than one time.
2. The student must take the course at Converse to receive any benefits provided by these regulations in the grade average.

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

## Academic Standards

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

<b>Semester Hours Attempted Probation if cum. GPA is less than</b>	
0-24	1.75
25-56	1.90

Students placed on academic probation must attain a probationary period GPA of at least 2.0.

<b>Semester Hours Attempted</b>	<b>End of Year Disqualification Attempted if cum GPA less than</b>
1-24	1.50
25-56	1.75
57 and up	2.00

Students are placed on academic probation at the end of the Fall and Spring Terms. Any student whose cumulative GPA falls below 1.00 at the end of fall term will be disqualified. Students placed on academic probation must attain a probationary period GPA of at least 2.0. This is not the cumulative GPA but the GPA attained during the probationary period.

Students cannot be removed from probation by credits earned in any summer school other than the Converse summer session. They may, however, earn credits at any approved summer school for the purpose of advancement to the next classification. Students placed on academic disqualification are ineligible to continue their studies at Converse during the summer or the

regular terms. Students are academically disqualified for failure to meet the academic standards as outlined in the Catalog. When there is evident cause for mitigation of this penalty, the Provost may relieve students from academic disqualification.

Students receiving federal financial aid and/or S.C. Tuition Grant are required to also meet the College's federal Satisfactory Academic Progress policy to remain eligible. See Satisfactory Academic Progress (SAP) under Financial Planning and Scholarships.

## Grade Reports and Transcripts

Final grades are reported at the end of every term, while midterm grades are reported for Fall and Spring Terms only. Midterm grades are reported for all undergraduate students. A student may view her midterm and final grades at [my.converse.edu](http://my.converse.edu) by entering her username and password. Advisers also can view their

advisees grades via the faculty portal. The Office of the Registrar issues a transcript of a student's academic record only upon receiving a written, signed request from the student. Students semester hours in the Jan Term, unless specifically exempted from this requirement by the appropriate dean. Any student who seeks such an exemption must submit a petition to this effect no later than three weeks prior to the beginning of the term.

## Registration and Enrollment

### Registration and Enrollment

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

The full-time enrollment for a student is 12-16 hours for Fall and Spring Terms and three to five hours for the Jan Term. Students will be required to enroll in no fewer than twelve semester hours in the Fall and Spring Terms and no fewer than three semester hours in the Jan Term, unless specifically exempted from this requirement by the appropriate dean. Any student who seeks

such an exemption must submit a petition to this effect no later than three weeks prior to the beginning of the term.

## Cross Listed Courses

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

## Overloads

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

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

## Directed Independent Study

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

1. If a course is required for a graduating student but is not scheduled.

2. If a student has an unalterable schedule conflict in the major or minor sequence.
3. If a student needs a course to correct an out-of-sequence program.
4. If a student has compelling personal circumstances, such as a health problem.

The student meets with the instructor who has agreed to direct the course to develop a plan. The student and instructor complete the "Directed Independent Study Course" form that is available from the Office of the Registrar. A student is not enrolled in the DIS until the completed form is filed with the Office of the Registrar. Students may generally count no more than two DIS courses toward hours for graduation. Students who cannot secure the support of a faculty member may first discuss individual problems with the academic adviser and second with the appropriate dean.

## Audit

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

Full-time students may audit one course per term by obtaining permission from the instructor and their academic adviser. Non-enrolled women may register to audit up to two classes per term by obtaining the permission of the instructors and the Registrar no later than the last day of the add period. Audited classes do not count toward a student's academic class load.

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

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

Auditing students are required to fulfill the same attendance requirements in the course as enrolled students. Beyond attendance, instructors may require an auditor to participate in whatever requirements of a course that they determine constitute adequate participation. Instructors and auditors will stipulate by contract at the beginning of the term the amount of work that will be required.

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

## Changing Courses

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

1. Without a grade - through the published date for a 100% refund of the term
2. "W" - a student may receive a grade of W in the regular terms (Fall and Spring) until two weeks before the last day of any course in the regular term and four days prior to the last day of Jan Term. No one may withdraw from a course after this final date.
3. Students who drop below the minimum number of hours (12 hours in Fall and Spring Terms; 3 hours in Jan Term) to be considered full-time should be aware of potential problems with both financial aid and on-campus housing. Therefore, part-time status for undergraduate students is strongly discouraged.

After the first three days of a term, students who withdraw from courses with special fees, e.g. applied art, applied math, etc. may apply to the Vice President for Finance and Administration for a partial refund of such fees if any refund is due.

**Warning:** Anyone adding or dropping a course without following the proper procedure will: 1) not receive credit for the course added; and 2) receive an "F" for any course not officially dropped.

NOTE: Choosing to drop one or more courses should not be confused with **SEPARATION FROM THE COLLEGE**.

## Classification Requirements

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

## Undergraduate Students Enrolling in Graduate Courses

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

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

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

## Advanced Placement

Converse awards credit for the nationally standardized Advance Placement test of the College Entrance Examination Board. Credit will usually be given for a score of 3 or better on these tests. For specific information about the relationship of these tests to required courses, you should consult the respective department or the Associate Provost for Student Success.

## CLEP

Converse awards credit for the nationally standardized College-Level Examination Program (CLEP). Credit will usually be awarded with a score of 50 or better on these tests. For specific information about the relationship of these tests to required courses you should consult the Associate Provost for Student Success.

## International Baccalaureate

Converse College recognizes the IB Diploma Program and awards credit to Diploma holders. Credit is awarded in subject areas in which the individual scores 4 or higher. You may consult the Associate Provost for Student Success for particular questions.

## Acceleration

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

## The Three-Year Degree

Students may complete the requirements for the BA degree in three years. The three-year degree is not a scaled-down education. It has the same components as the traditional four-year program. It differs only in the pace of the student's work.

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

### The Plan:

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

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

*\*May be taken at any institution*

This plan involves a maximum normal load of coursework during most of the college experience. In addition, it requires one full schedule and one part schedule of summer courses, at least some of which may be taken at another college, if the student prefers. As outlined, the plan is only a guide. It may be altered to suit the purpose of the individual student. Students who complete college courses in the summer before entry into the freshman class, or who receive credit by Advanced Placement or International Baccalaureate, will proceed through the three-year program with greater ease and convenience. Summer work before the freshman year should be undertaken upon the advice of the Registrar.

## Transfer of Credits from Other Institutions

During the academic year, students in residence at Converse will be allowed to take courses at other institutions with the approval of their advisor, the Registrar, and the Associate Provost for Student Success. Grades earned in these courses will not affect the grade-point ratio earned at Converse. Students taking courses at other institutions while in residence at Converse are governed by the overload regulations that are listed in this section. These students must also meet the requirements for the bachelor's degree as stated in the section "*Requirements for a Bachelor's Degree.*"

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

1. The courses to be taken are approved in advance by the student's adviser and the Registrar of Converse College. It is the responsibility of the student to provide the adviser with a course description from the institution and, to guarantee approval in advance, to submit the request before the last day of classes in the spring term. After that date students who enroll at other institutions do so at their own risk.
2. The summer school is regionally accredited. No credit will be given for any course in which a student makes below a C-, nor will work be acceptable toward satisfaction of degree requirements. Grades transferred from the summer school of another institution will not affect the grade-point ratio earned at Converse College and will not be used to remove a student from probation.

Converse will accept a Directed Independent Study (DIS) for transfer credit only if the course is approved by the appropriate academic department. To achieve approval a course description and a course syllabus must be submitted to the Registrar who will in turn submit the documents to the appropriate department chair for review. If the department chair deems it necessary other documents may be requested for review. If the syllabus is judged sufficient for the student to receive credit the department will notify the Registrar of the number of credit hours approved and if the DIS has a Converse course equivalent. The approved course and hours will then be added to the student's academic record.



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

Converse will review course work for transfer from institutions which are actively accredited by agencies recognized by the Department of Education. Coursework must be of at least equal academic rigor and cover sufficiently similar topics to be considered for transfer, and a grade of a C- or higher must have been achieved. Syllabi, course catalogs, or other documentation may be necessary and must be supplied by the student on request to make the appropriate determination of credit articulation.

### Summer School at Converse

Converse College operates four summer sessions, two five-week terms, one eight-week term to accommodate online courses, and one three-week term. Courses offered are chosen largely on the basis of student demand. Special fees are in effect for the summer session.

Courses taken in the Converse summer school are in all respects credited as if taken during the regular academic year. Converse students will be placed on, or removed from academic probation in accordance with the standards of the Fall Term of the academic year, provided that they attend Converse summer session for both terms, taking the regular course load of two courses per term. The summer session bulletin is published in late March and is available at [www.converse.edu](http://www.converse.edu).

### Alternate Year Courses

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

### Individualized Major (IM)

Students with interdisciplinary academic interests linking at least three disciplines may design degree programs that reflect those interests. Individualized Majors must be designed in conjunction with the student's academic adviser in each of the chosen disciplines (the IM committee) with the approval of the chair of the department in which each discipline falls. After departmental approval, students must submit

their proposal to the Associate Provost for Student Success for review/approval. The Associate Provost will submit the proposal for approval to the Curricular Programs Committee. Students must complete the design and approval process prior to the end of the sophomore year. NOTE: The student should contact the Associate Provost for Student Success to discuss logistics, expectations, and requirements before proceeding further.

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

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

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

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

## Courses of Instruction Key to the Numbering System

100-199 Introductory courses

200-299 Intermediate courses

300-499 Advanced courses

500-699 Graduate Courses

101:102 Indicates a course for which credit is not given unless the work of two terms has been completed.

101-102 Indicates a course for which credit for one term may be given but which may not be entered after the first term.

300/500 Indicates a course offered for both undergraduate and graduate credit.

101, 102 Indicates a course that may be entered in any term.

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

A student may enter a course at a level higher than that normally permitted her class with the permission of her major professor or academic adviser and the instructor of the course. The College reserves the right not to offer a course for which the enrollment is fewer than five.

## Wofford College Cooperation Program

In some cases Converse students may take courses at Wofford College, a neighboring institution in Spartanburg, as part of their undergraduate degree programs. The cooperative arrangement allows both colleges to enrich the educational opportunities of their students. The cooperation is limited, however, and no student at one institution may complete a major program offered only at the other institution. The Registrars at the students' home institution will handle registration for courses at

the cooperating institution. Exceptions to the Guidelines of this Agreement shall be made with the consent of both Provosts or of both Registrars.

## Guidelines:

1. Enrollment in any class depends upon space being available. The Registrars of the two colleges, not the instructors, determine space availability. The two colleges agree that every effort will be made to accommodate requests for enrollment for the other college's students.
2. In general students must take courses required to complete their institutions majors, minors, or other programs at their home institution. Exceptions include:
  1. Courses in Art History and German, majors offered jointly between the two institutions;
  2. Courses in Philosophy, where the departments of the two colleges have a history of collaboration;
  3. Courses in languages and cultures, especially in Chinese, Japanese, and Modern Standard Arabic, and in other languages as developed by the two college;
  4. With the approval of their academic advisors, students may take courses at either institution to use as electives in completing majors, minors, or other programs;
  5. With the approval of their academic advisors and as limited exceptions, students may take courses specifically required by their home institution to complete majors, minors, or other official programs at the other institution, especially where the courses(s) in question are not available in a timely manner at the student's home institution.
3. The privileges of the agreement are available only to students in good standing, academically and socially.
4. Directed Independent Study, summer session courses, supervised practical applications, private lessons, and internships are not included in this Agreement.

5. When the colleges have academic terms with different beginning and ending dates, students must adjust their schedules accordingly. Dates for final examinations and for reporting grades will be those set by the institution in which a course is taken.
6. Students participating in the program will not be charged additional fees except for those courses for which students at the host institution must pay extra. Students are responsible for fines or fees normally assessed for traffic or parking violations or for misuse or loss of supplies.
7. Students participating in the cooperative program must abide by the rules and regulations of the host institution. They are subject to the honor code of their home institutions.
8. Grades earned by students at the cooperating institution will be treated as if they were received at the home institution and are included in the calculation of the grade-point averages.
9. With the approval of their academic advisors and within the other limits of this Agreement, students may take courses used to fulfil their institutions general education requirements at either institution.
10. Courses offered simultaneously at both colleges will be taken at the home institution if space is available.

### Converse Clemson Dual-Degree Program

Students enrolled in a liberal arts or science program at Converse College who wish to prepare for a career in engineering may, upon successful completion of an approved three-year pre-engineering curriculum, transfer to Clemson University to complete requirements for the Bachelor of Science degree in an engineering curriculum from Clemson and the Bachelor of Arts (or Science) degree from Converse College. The College of Engineering and Science at Clemson University recommends a program of pre-engineering study to include the general education courses required by an engineering curriculum. The details of the program and the understanding are as follows:

1. During the first three terms at Converse College, the student participating in the pre-engineering program must complete and send to the Associate Dean of the College of

Engineering and Science at Clemson University the form "Intention to Pursue the Dual Degree Program at Clemson University." The Associate Dean at Clemson will appoint an academic advisor for the student and will forward the name and address of the appointed advisor to the student and to the Converse College pre-engineering program director.

2. A three-year pre-engineering program of study will be developed by the Converse College faculty in consultation with the Clemson Associate Dean of Engineering and Science from courses offered at Converse College. This program of study shall include the general education courses required by Converse College and by the engineering curricula at Clemson University. A list of basic course requirements recommended by Clemson may be obtained from the pre-engineering program director. However, the specific course requirements to best prepare and facilitate progress toward graduation varies with engineering major. Specific pre-engineering programs recommended for various Clemson engineering majors are available at [www.ces.clemson/dual-degree](http://www.ces.clemson/dual-degree).
3. The total study program at Converse College shall include a minimum of 90 semester hours. Dual degree candidates shall complete all basic requirements at Converse College for the Bachelor of Arts or the Bachelor of Science degree before transfer to Clemson.
4. The student will apply to the Clemson University Office of Admissions after completion of the second academic year at Converse College. A student with grades no lower than "C" in all courses in the dual-education program, and a grade point average of at least 2.7/4.0, is assured of admission into the Clemson engineering program of her choice. Students not meeting these requirements will be considered for admission under Clemson's general transfer student admissions standards. Prior to enrollment at Clemson, the student must be certified by the Converse College academic official as having satisfactorily completed the academic requirements of Converse College as stated above.
5. Credit for courses in the approved pre-engineering program at Converse College

and passed with a grade of “C” or higher will be transferred to Clemson University. It shall be the joint responsibility of the Clemson University and Converse College academic advisors to coordinate the transfer equivalency of the Clemson and Converse College courses in the pre-engineering program

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

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

## Transportation

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

## Separation from the College

There are four categories of separation from the College:

### 1. Leave of Absence

A student in good standing may take a leave of absence from her studies at Converse for one academic term and a maximum of one year.

The leave may be approved for various reasons, including but not limited to financial considerations, travel plans, medical needs, personal reasons, or alternate schooling. If, after a leave of absence of one calendar year a student does not subsequently enroll, the student will automatically be withdrawn from the College.

To be granted a leave of absence during a term, the procedures listed below must be followed:

1. Upon request, the student will be provided the Leave of Absence signature form from one of the following offices:
  - Associate Provost for Student Success
  - Dean of Students
  - Registrar
  - Wellness Center
2. The student will obtain the following signatures:
  - Dean of Students
  - Associate Provost for Student Success
  - Counselor
  - Financial Planning

- Student Accounts
- Registrar

3. The student will return the completed signature page to the Office of the Registrar.

Students who are granted a leave of absence during the term will receive grades of W for courses that term. Students who do not complete documentation will receive a grade of “F” unless, for reasons of health or family emergency, she provides appropriate evidence of treatment and receives the approval of the appropriate dean in consultation with the representative of the Wellness Center.

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

## 2. Withdrawal

A student may choose to withdraw from the College at any time. To be granted a withdrawal the following procedure must be followed:

1. Upon request the student will be emailed the link to the “Separation from the College” Google form by one of the following offices:
  - Associate Provost for Student Success • Dean of Students
  - Registrar
  - Wellness Center
2. The student will complete the form; the completed form will be sent to the Wellness Center. Within 1-2 business days of completing the form, a counselor from the Wellness Center staff will email the student with the Separation from the College signature form.
3. The student will obtain the following signatures:
  - Dean of Students OR
  - Associate Provost for Student Success
  - Financial Planning
  - Student Accounts

- Registrar

4. The student will return the completed signature page to the Office of the Registrar.

Students who complete a withdrawal during the term will receive grades of W for courses that term. Students who do not complete documentation will receive a grade of “F” unless, for reasons of health or family emergency, she provides appropriate evidence of treatment and receives the approval of the appropriate dean in consultation with the representative of the Wellness Center.

A withdrawal from the College may negatively impact a student’s financial aid eligibility. For further information contact the Financial Planning Office.

## 3. Administrative Withdrawal

The College reserves the right to suspend, expel or enforce the withdrawal of any student whose academic standing is unsatisfactory, who violates the Honor Code, who persistently violate College regulations, or whose influence, by word or deed, is determined to be injurious to the best interests of the student body or the institution.

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

## 4. Involuntary Withdrawal Policy

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

These policies and procedures apply to students:

- who pose a threat of danger and /or injury to herself or others, and/or who pose a threat of disruption of the lawful activities or educational processes of other members of the campus community , and/ or who pose a

threat of destruction of the property of the College or others, and/or who are severely disruptive to others, including behavior which causes emotional, psychological or physical distress to fellow students or staff substantially above that normally experienced in daily life )Disruption may be in the form of a single incident or somewhat less severe but persistent disruption over a more extended period.(, and/or who create an unusual responsibility to monitor, supervise, treat, protect, or restrain the student to ensure her safety and the safety of those around her, and/or whose physical or psychological disorder is such as to require highly specialized services beyond those available locally, and whose condition will deteriorate without additional resources, as deemed by the Director of Counseling or counseling staff, and/or who refuse or are unable to cooperate with a recommended evaluation or treatment procedure that the Dean or other College staff considers necessary to provide reasonable assurance of the safety of the student or others in the community.

*For further information see the Student Handbook.*

## Other Regulations

Converse College reserves the right to add or drop programs and courses, change fees, change the calendar, and institute new requirements when such changes are necessary. Every effort will be made to minimize any inconvenience for students resulting from such changes. Suitable substitutions will be allowed for required courses that have been withdrawn. Any difficulties arising from changes in published dates, requirements, or courses should be brought to the attention of the appropriate academic dean.

## Policy on Student's Records

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

Converse College 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.

## Campus Safety and Security

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

Further information about campus safety and security can be obtained from the Director of Campus Safety, 864.596.9061.

## Policies and Procedures

### Academic Policies on Disabilities

Converse College complies with Section 504 of the Rehabilitation Act of 1973 )as amended through 1998(, the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, and the non- discrimination requirements of Section 35.107 of the Department of Justice regulations. Converse does not discriminate with regard to race, color, sex, national or ethnic origin, age, sexual orientation, religion or disability in admission or access to, or treatment or employment in, its programs and activities. However, admission to undergraduate programs and courses is limited to women. As a recipient of federal funds such as Work/Study, Pell and SEOG Grants, and Perkins and Stafford Loans, Converse recognizes its responsibility to provide equivalent access to academically qualified students with documented disabilities while maintaining standards that are essential to the academic program. A student with a disability is someone with either a physical or mental impairment that substantially limits one or more major life activities. Temporary impairments of short duration without permanent impact usually do not qualify as disabilities under the ADA.

Students are responsible for notifying the College of their need for accommodations, obtaining and submitting a Request for

Accommodations Form to the Assistant Dean of Academic Support and Accommodations, providing supporting documentation in a timely manner, and actively participating in developing and implementing an accommodation plan for each term. As legal adults, students must self-advocate, and parents can be included in the process only with the student's permission. Reasonable accommodations will be provided both to students and employees with disabilities upon written request. No otherwise qualified individual will be denied accommodations for a disability unless the accommodation would cause an undue hardship on the College.

Any faculty member who receives a request for academic accommodations on the basis of disability must refer the request to the Assistant Dean of Academic Support and Accommodations. 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 and Administration at 864.596.9028. Information on EEOC or Section 504 compliance issues can be obtained from the Director of Human Resources at 864.596.9029.

## Admission

Students are admitted to Converse on the basis of academic credentials and additional information submitted to the Admissions Office. A student who feels a disability makes achieving representative scores on the SAT or ACT Tests unlikely may apply through a high school guidance counselor for accommodations on these tests. Students that receive accommodations either in high school or on standardized tests are not necessarily eligible for accommodations in higher education under the ADA or Section 504.

Applicants are not required to disclose any disability on their applications for admission to Converse. Once admitted, however, a student seeking reasonable academic accommodations for a disability should immediately contact the Assistant Dean of Academic Support and Accommodations at 864.577.9027 to obtain an accommodation form. Residential students seeking physical accommodations for a disability should contact the Dean of Students at 864.596.9016 upon notification of acceptance, so reasonable provisions can be made before their arrival on campus.

## Accommodations for Students with Disabilities

Converse will make reasonable accommodations within its academic programs for otherwise qualified students with documented disabilities. However, students and parents should understand that accommodations provided in elementary and secondary schools under P.L. 94.142 (IDEA) are not necessarily required by law under the ADA or Section 504 or provided by Converse. Many of the practices and procedures of special education (goal setting, progress reports, team meetings, program and exam modifications, related services, and annual reviews) have no parallels in higher education. Behavior standards are the same for all students. Converse does not provide transportation for students. Personal care attendants, orientation/mobility training and tutors are considered personal services in higher education and are the student's responsibility.

Although Converse offers no specialized services for students with disabilities, we will provide them equal access to the services offered to all students. All students are eligible to use group tutoring sessions

in selected disciplines, offered several hours per week during the academic year by peer tutors, as well as services through the Division of Student Development and Success. Requests for course substitutions are evaluated individually, on the basis of documentation provided, but the college is not required to fundamentally alter essential course/program requirements.

Testing to determine the need for accommodations is the student's responsibility and is not provided by Converse. IEP's or 504 plans do not automatically meet the documentation requirements for receiving accommodations in higher education. Documentation from an appropriate, licensed professional or agency is required in order to determine reasonable accommodations necessary to serve a student with a disability. Diagnostic evaluations or reports should be current, in most cases within three years, and should be sent directly from the qualified professional to the Assistant Dean of Academic Support and Accommodations. The documentation should indicate diagnosis, describe the manifestations of and the extent of the disability, and make recommendations for

reasonable accommodations the professional deems necessary to assist the student with a disability in the college setting. A current comprehensive psycho-educational evaluation is required for learning disabilities and is strongly recommended for attention deficit hyperactivity disorder (ADHD).

Students should complete a Request for Accommodations Form on my.converse and submit supporting documentation to the Assistant Dean of Academic Support and Accommodations at least thirty 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 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. Requests for accommodations after the deadline will be reviewed in as expedient a manner as possible, but an accommodation plan may not be in place prior to the first day of class. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and the Division of Student Development and Success complies with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Records are stored in a secure location and reviewed only by authorized personnel.

It is the student's responsibility to discuss accommodations with each professor at the beginning of each term. If a student has concerns about or encounters problems with accommodations during the term, the student should contact the Assistant Dean of Academic Support and Accommodations so accommodations may be appropriately adjusted. A student who is not satisfied with accommodations may contact either the ADA or Section 504 Compliance Officer indicated above and initiate the student grievance procedure as outlined in the Student Handbook.

## Resolution Procedures for Student Complaints

Converse provides all members of its academic community the opportunity to present grievances for resolution. The college has established procedures for students, as well as

faculty and staff, to register and resolve complaints. The Student Handbook outlines for students the procedures for filing grievances against faculty and staff; for reporting sexual harassment and sexual misconduct; and for pursuing Honor Board, Civitas Council, and alcohol and drug abuse cases. The Campus Life Office, located in the Montgomery Student Activities Center, can provide students copies of the Student Handbook and additional information about procedures.

## The Register

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\*Robert Paine Pell (1902 - 1932)

\*Edward Moseley Gwathmey (1933 - 1955)

\*Oliver Cromwell Carmichael, Jr. (1956 - 1960)

\*Robert T. Coleman, Jr. (1961 - 1989)

Ellen Wood Hall (1989 - 1993)

Sandra C. Thomas (1994 - 1998)

Nancy O. Gray (1999 - 2004)

Elizabeth A. Fleming (2005 - 2016)

Krista L. Newkirk (2016 - Present)

*\*Deceased*

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Jennifer Bell, BS, MS, *Director of Intercollegiate Athletics*

Krista Bofill, BS, MEd, *Vice President for Institutional Advancement*

Zach Corbitt, AA, BS, MBA, *Chief Information Officer*

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Holly Duncan, BS, MS, MBA, *Director of Communications*

Yongmei Li, BA, MEd, PhD, *Director of Assessment and Effectiveness, Converse International School*

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Gladden Smoke, *Director of Facilities*

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Jamie Grant, BA, MS, *Vice President for Enrollment Management*

## General Administration

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Krista L. Newkirk, JD, *President*

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

## OFFICE OF THE PROVOST

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Peter Brown, BA, MS, PhD, *Director of Distance Education*

Boone Hopkins, BA, MFA, PhD, *Associate Provost for Student Success, Dean of the School of the Arts*

Angela M. Janulis, Administrative Assistant to the Provost

Yongmei Li, BA, MEd, PhD, *Director of Institutional Assessment and Effectiveness, Converse International School*

Madelyn Young, AB, MA, PhD, *Anne Morrison Chapman Distinguished Professor of International Study*

## DIVISION OF STUDENT DEVELOPMENT AND SUCCESS

Boone Hopkins, BA, MFA, PhD, *Associate Provost for Student Success, Dean of the School of the Arts*

Sabrina Wilson, *Coordinator of Division Support*

## ACADEMIC SUPPORT SERVICES

Emily Harbin, BA, MA, PhD, *Director of Writing Center*

Sami Singleton, BA, M.Ed., *Case Manager for Student Success*

Tammy Stokes, BA, MA, *Director of Academic Advising & Converse II*

Keegan Johnson, *Head Acrobatics and Tumbling Coach/Director of Academic Advising -Student Athletes*

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Kathy Hennigan, BS, MS, *Director of Residential Life & Student Conduct*

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Theresa Lester, BS, MEd, *Director of Students in Transition/Assistant Director of Residential Life*

## OFFICE OF THE CHAPLAIN

Jason P. Loscuito, BA, MTS, *College Chaplain*

## WELLNESS CENTER

Bethany Garr, MSED, LPC, *Director of Counseling & Wellness*

Rachael Mason, *College Counselor*

Alexandra Eshenbaugh, *College Counselor*

Jennifer Travis, *Front Office Coordinator*

Michelle Mathis, BSN, MSN *Director of Mary Black Health Services*

## MASTER OF FINE ARTS

Rick Mulkey, BA, MS, MFA, *Director of MFA in Creative Writing*

Sarah Gray, BFA, MFA, *Associate Director of the MFA Writing Program*

## MICKEL LIBRARY

Wade M. Woodward, BS, MLS, MA, *Director of Mickel Library, Associate Librarian*

Wendi W. Arms, BMus, MMus, *Music Librarian, Associate Librarian*

Mark A. Collier, AB, MA, MLIS *Coordinator of Reference and Collections, Associate Librarian*

Rebecca G. Dalton, BA, *Administrative Assistant and Acquisitions Supervisor*

Richard Dell Morgan, BA, *Circulation/Document Delivery Supervisor*

Sarah R. Spigner, BMus, PGDipl, *Cataloging Librarian*

## OFFICE OF THE REGISTRAR

Gee L. Sigman, BS, MA, EdD, *Associate Provost for Institutional Research and Registrar*

Gail Reeves, OST, BA, MBA, *Enrollment and Registration Specialist*

Elizabeth H. Wood, BA, *Records and Data Analyst*

Pam Wylie, BS, *Associate Registrar*

Jessica Backman, BA, *Assistant Registrar*

## SCHOOL OF THE ARTS

Boone J. Hopkins, BA, MFA, PhD, *Associate Provost for Student Success, Dean of the School of the Arts*

Kathryn Boucher, MA, *Director of the Milliken Gallery*

Paula M. Cash, *Administrative Assistant*

Kathryn S. Holt, BA, MEd, EdS, *Administrative Assistant to the Dean, School of the Arts*

Mayes C. Hopkins, *Technical Director*

## PETRIE SCHOOL OF MUSIC

Chris Vaneman, BM, MM, MMA, DMA, *Director of the Petrie School of Music*

Glen Chaddock, *Head Piano Technician*

Valerie MacPhail, BA, MM, DMA, *Assistant Director of the Petrie School of Music*

Janae N. O'Shields, BA, *Director of the Lawson Academy of the Arts and the Fine Arts Day Camp*

Mildred A. Roche, BM, MM, *Instructor of*

#### *Accompanying*

Lindsey Brakhage, Publicity and Patron Services Coordinator

### SCHOOL OF HUMANITIES, SCIENCES, & BUSINESS

Erin E. Templeton, BA, MBA, PhD, *Dean of School of Humanities, Sciences, and Business*

### DEPARTMENT OF EDUCATION

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

Barbara Austin, *Administrative Assistant/Budget Manager*

Pamela Bradley, *Administrative Assistant Department of Education*

Linda Nicholls, *Coordinator of Field Placements and Administrative Assistant*

Linda Landmesser, *UCG Office Manager*

### OFFICE FOR ENROLLMENT MANAGEMENT AND SERVICES

Jamie Grant, BA, MS, *Vice President for Enrollment Management*

Ashley Valladares, *Assistant Director of Admissions Operations*

Jill Feist, *Graduate Admissions Specialist*

Michelle Hernandez, BA, *Senior Admissions Counselor*

Emily Karpinski, BS, *Senior Admissions Counselor*

Parker Vander Ploeg, *Guest Relations Assistant*

Cindy Mason, *Data Entry Specialist*

Alexis Stoneburner, BA, *Senior Campus Visit Experience Manager*

Lauren Francis, BA, *Admissions Counselor*

Victoria Green, BA, *Admissions Counselor*

Laura-Claire Thevenet, BMA, *School of the Arts Scholarship Coordinator/Admissions Counselor*

### OPERATIONS AND STRATEGIC PLANNING

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

Kathy Flaherty, *Accounting and Administration Senior Administrative Assistant*

### OFFICE OF ACCOUNTING AND ADMINISTRATION

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Wendy Baker, *Accountant*

Sheila C. Bishop, *Accounts Payable Administrator*

Annette S. Carswell, *Payroll Administrator*

Susan Flynn, *Student Billing Coordinator*

Rhonda Forster, *Cash Receipts/Student Billing Clerk*

Miranda Rochester, BS, *Senior Accountant*

### FACILITY SERVICES AND PLANNING

Gladden Smoke, *Director of Facilities*

Susan Jackson, *Administrative Assistant to the Director of Facilities*

Scott Leonard, *Maintenance Technician 1*

Chris Wentz, *Maintenance Technician 1*

Bobby Mason, *Maintenance Technician 2*

Glenn Miller, *HVAC Supervisor*

Joel Seay, *HVAC Technician 2*

### EVENT SERVICES

Debbi Thompson, *Director of Event Services*

Mayes C. Hopkins, *Technical Director*

Elijah George, *House Manager and Assistant Technical Director*

Joyce Thomason, *Guest Services Coordinator*

### OFFICE OF CAMPUS TECHNOLOGY

Zach Corbitt, AA, BS, MBA, *Chief Information Officer*

Sarah Bosler, BA, *IT Support Specialist*

Nancy S. Gage, BA, *Database Programmer*

Amanda Gosnell, BA, *Web Developer*

Cori McClure, *Network Administrator*

Donna Rawls, BS, *Database Programmer*

Sonya Mode, *Office Coordinator*

Christina Persson, *IT Support Specialist*

### CAMPUS SAFETY

Larry W. Jones, *Director of Campus Safety*

Joseph Bradley, *Campus Safety Officer*

Selena Crews, *Campus Safety Officer*

Kyle Crowder, *Campus Safety Officer*

James Green, *Campus Safety Officer*

Marc Howard, *Shift Sergeant*

Russell Joye, *Campus Safety Officer*

Ken McAbee, *Campus Safety Officer*

Claire B. Owings, *Administrative Assistant*

Lannie D. Rudicill, *Shift Sergeant*

Jerry Fowler, *Campus Safety Officer*

Brad Schwarze, *Campus Safety Officer*

Brianne Strickler, *Campus Safety Officer*

### OFFICE OF FINANCIAL PLANNING

James W. Kellam, MBA, *Director of Financial Planning*

Faith Briggs *Financial Planning Generalist*

Kimberly D. Johnson, BS, *Senior Financial*

*Planning Counselor*  
Beverly Lowrance, AS, BS, *Associate Director of Financial Planning*

## MAILROOM

Carol W. Gibbs, *Mail Room Supervisor*  
Yvonne Harper, *Mail Clerk*

## HUMAN RESOURCES

Nikeshia Jackson Gilliam, ABM, BA, MA, EdD, *Director of Human Resources*  
Marissa D. Haben, *Human Resources Benefits Manager*

## INSTITUTIONAL ADVANCEMENT

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## OFFICE OF DEVELOPMENT

Michael D. Kennedy, BS, CTFA, *Assistant Vice President for Philanthropy*  
Gina Miller, BA, MA, *Director for Philanthropy*  
Michelle Patton, BS, *Administrative Assistant for Institutional Advancement*  
Kristina Pisano, BS, *Associate Director of the Converse Annual Fund*

## OFFICE OF ADVANCEMENT SERVICES

Anna French, BA, *Gift Management Coordinator*  
Lisa Marchi, BA, *Director of Advancement Services*  
Katelyn Johnson, BA, *Prospect Management and Research Coordinator*

## OFFICE OF ALUMNI AND DONOR RELATIONS

Jessica Eggimann, BS, *Director of Alumni Relations and Advisory Boards*  
Lakishia Dolata, *Director of Special Events*  
Eowyn Melaragno, BM, MM, *Director of Donor Relations*

## OFFICE OF COMMUNICATIONS

Holly Duncan, BS, MS, MBAA, *Chief Communications Officer*  
Tori Good, BFA, MEd, *Associate Director of Marketing*  
Leah Anderson, BA, *Marketing Director*  
Deb Peluso, BFA, *Web and Digital Content*

*Manager*  
Allison Reini, BA, *Community Engagement Manager*

## INTERCOLLEGIATE ATHLETIC DEPARTMENT

Jennifer Bell, BS, MS, *Director of Intercollegiate Athletics*  
Mary Jo Strehl, *Senior Associate Athletics Director*  
Chandra Hopkins, BA, MFA, PhD, *Faculty Intercollegiate Athletic Representative*  
Randy Loggins, *Deputy Director of Athletics*  
Chris Sawyer, *Assistant Athletic Director for Athletic Communication*  
Halle Thompson, *Director of Compliance*  
Amy Bomar, *Head Volleyball Coach*  
Valerie Clarke, *Head Field Hockey Coach*  
Jennifer George, *Head Softball Coach*  
Morgan Rulevich, *Head Swimming Coach*  
Keegan Johnson, *Head Acrobatics and Tumbling Coach*  
Taylor Woolard, *Head Women's Lacrosse Coach*  
Scott Fogarty, *Head Women's Soccer Coach*  
Rob Miller, *Head Men's Soccer Coach*  
Jim Brunelli, *Head Women's Basketball Coach*  
Mendy McNeese, *Assistant Women's Basketball Coach*  
Alex Poda, *Head Tennis Coach*  
Patti McGowan, *Head Golf Coach*  
Brandon Morton, *Director of Cross Country, Track and Field*  
Mark Rennix, *Head Cross Country, Track and Field Coach*  
Ryan Saunders, *Head Men's Basketball Coach*

## FACILITIES MANAGEMENT

Gladden Smoke, Sr. *Director of Facility Services and Planning and Risk Management*  
David Kreft, *Director of the Budd Group*

## FOOD SERVICES

Alexis Coppola, *Director of Food Services*

## VALKYRIE'S STATION

Vacant, *Assistant Manager*

## BOOKSTORE

Alex Talley, BS, *Manager*

## The Faculty

### **Krista L. Newkirk**, *president*

BA, University of Nebraska-Lincoln; JD, Marshal-Wythe School of Law, College of William and Mary. (2016)

## EMERITI FACULTY

### **John M. Bald**, *associate professor emeritus of theatre*

BA, Baldwin-Wallace College; MFA, Brandeis University. (1982, 2015) William M. Baker, associate professor emeritus of psychology BA, Oberlin College; PhD, Duke University. (1967, 2012)

### **Ruth Beals**, *Owings associate professor emerita of interior design, director of interior design*

BS, University of Massachusetts; MS, University of North Carolina - Greensboro. (2008, 2014)

### **Nancy S. Breard**, *associate professor emerita of education*

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### **John A. Byars**, *Charles A. Dana professor emeritus of English*

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### **B. Brant Bynum**, *associate professor emeritus of Spanish*

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### **Anita P. Davis**, *Charles A. Dana professor emerita of education*

BS, MA, Appalachian State University; EdD, Duke University. (1969, 2005)

### **Janis I. Dengler**, *associate professor emerita of health and physical education* BSEd, MEd, Ohio University. (1960, 2001)

### **Jean E. Dunbar**, *professor emerita of mathematics*

BA, Erskine College; MS, PhD, Clemson University. )1986, 2015(

### **Kathy Good**, *assistant professor emerita of education*

BA, Limestone College; MEd, EdS, University of South Carolina; PhD, Clemson University. (2007, 2015)

### **Beverly Reed Hay**, *Charles E. Daniel Professor Emerita of Voice*

BA, MM, University of South Carolina; DM, Indiana University. (1989, 2014)

### **James G. Harrison, Jr.**, *associate professor emeritus of classics*

AB, University of North Carolina at Chapel Hill; MA, Harvard University; MLS, Simmons College; PhD, University of North Carolina at Chapel Hill. (1970, 2002)

### **Donald G. Henderson**, *Mary Reynolds Babcock professor emeritus of musicology and woodwinds*

BME, Indiana University; MA, Western State College of Colorado, Gunnison; PhD University of Michigan; Fulbright Fellowship, State Academy of Music and Dramatic Art and the University of Vienna. (1962, 1994)

### **Richard L. Higgs**, *emeritus professor of Art*

BA, MA, University of Wisconsin; MFA, University of Kentucky. (2010, 2015)

### **Jerry J. Howe**, *Charles A. Dana professor emeritus of chemistry*

BS, Ohio University; PhD, Michigan State University. (1972, 2015)

### **Woodrow W. Hughes, Jr.**, *associate professor emeritus of economics and business*

BA, Furman University; MA, Clemson University; PhD, University of South Carolina. (1986, 1995)

### **Gretchen Hurlbut**, *associate professor emerita of art*

BA, Arizona State; MA, MFA, Ottawa University, Arizona. (2007, 2018)

### **James A. Hymas**, *associate professor emeritus of mathematics* BS, MS, DA, Idaho State University. (1978, 2017)

### **Sarah J. Johnson**, *associate professor of violin* BM, Curtis Institute of Music, (2004, 2008)

### **William J. Kimball**, *professor emeritus of English* BS, Rutgers University; MS, Middlebury College; PhD, Pennsylvania State University. (1965,1987)

### **Jeri D. King**, *Anne Morrison Chapman professor emerita of modern languages*

BA, George Peabody College; MA, PhD, Louisiana State University. (1972, 2012)

### **Melba L. Long**, *professor emerita of art*

AB, Meredith College; M.R.E., Southwestern

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**Roger F. Luttrell**, *associate professor emeritus of accounting*

BA, Baldwin-Wallace College; MBA, Siedman Graduate College, Grand Valley State College; CPA; additional graduate studies, University of Akron. (1985, 2017)

**John T. MacLean**, *Charles E. Daniel professor emeritus of music theory, composition, and strings*

AB, Drew University; MA, MM, Florida State University; DM, Indiana University; additional studies at Columbia University, California Institute of the Arts. (1975,1991)

**Ross A. Magoulas**, *associate professor emeritus of voice and opera*

BMus, Converse College; MMus, Florida State University. (1982, 1992)

**Gayle G. Magruder**, *associate professor emerita of physical education*

BS, Auburn University; MS, University of North Carolina at Greensboro. (1967, 2001)

**Delia G. Malone**, *associate professor of education*  
BA, Queens College; MEd, University of South Carolina; PhD, Georgia State University. (2008, 2017)

**Spencer R. Mathews, Jr.**, *associate professor emeritus of psychology* BA, MA, PhD, University of Virginia. (1967, 2005)

**Thomas Maynard, C.L.U., F.L.M.I., A.R.M.**, *instructor emeritus of economics and business*

BS, University of South Carolina; JD, University of South Carolina Law. (1989, 2018)

**Thomas R. McDaniel**, *professor emeritus of education*

BA, Hampton-Sydney College; MAT, MLA, PhD, The Johns Hopkins University. (1971, 2015)

**Charles H. Morgan**, *associate professor emeritus of English*

AB, Princeton University; MA, Tulane University. (1965, 2015)

**Robert E. Muzzy**, *associate professor emeritus of sociology*

BA, University of Washington; MA, PhD, Stanford University. (1971, 2003)

**Frazier S. M. Pajak, AIA**, *associate professor emeritus of interior design* BArch, MArch, Clemson University. (1985, 2015)

**Ann M. Pletcher**, *associate professor emerita of accounting*

BA, Albion College; M.BA, Keller Graduate School of Management. CMA (1984,1999)

**Robert W. Powell, Jr.**, *Charles A. Dana professor emeritus of biology*

BS, Memphis State University; MS, University of Houston; PhD, Duke University. (1963,1999)

**Teresa A. Prater**, *Charles A. Dana professor emerita of studio art*

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**Marlene E. Preedom**, *assistant professor emerita of economics and business*

BS, Southern Illinois University; PhD, University of South Carolina. (1989, 2006)

**Martha E. Rogers**, *associate professor emerita of education*

BS, MA, Furman University; PhD, University of South Carolina. (2004, 2008)

**Anthony S. Scavillo**, *associate professor emeritus of modern languages*

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**Suzanne Schuweiler**, *associate professor emerita of art history*

BA, MA, Virginia Commonwealth University; PhD, University of Illinois. (1992, 2017)

**Rosa C. Shand**, *Leland L. and Nell B. Larrabee professor emerita of English*

BA, Randolph-Macon Woman's College; MA, PhD, University of Texas at Austin. (1985, 2001)

**Katharine Stephens Slemenda**, *associate professor emerita of deaf education* BA, Converse College; MEd, Georgia State University. (1978, 2008)

**Terrell Tracy**, *assistant professor emerita of education*

BA, University of North Carolina Chapel Hill; MEd, Boston University; PhD, Clemson University. (2005, 2017)

**Malinda Maxfield Tulloh**, *Leland L. and Nell B. Larrabee professor emerita of English* BA, PhD, Vanderbilt University. (1976,1997)

**Melissa A. Walker**, *George Dean Johnson, Jr. professor emerita of history*  
BA, Maryville College; MA, Providence College;  
PhD, Clark University. (1996, 2017)

**Jeffrey R. Willis, Jr.**, *Andrew Helmus distinguished professor emeritus of history, Director of Archives*  
BA, Furman University; MA, PhD, University of Virginia. (1967, 2005)

**Elizabeth York**, *professor emerita of music therapy*  
BM, University of Georgia; MM, PhD, University of Miami. (2011, 2018)

**David C. Zacharias**, *associate professor emeritus of art*  
BFA, MFA, University of South Carolina. (1990, 2016)

## Professors

**Jeffrey H. Barker**, *professor of religion and philosophy, Provost*  
BA, California State University; MA, PhD, Purdue University. (2002)

**S. David Berry**, *professor of music history and theory*  
BM, University of Maryland; MM, Converse College; DMA, University of South Carolina. (1986, 2008)

**\*Joe P. Dunn**, *Charles A. Dana professor of history and politics*  
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)

**Hatice Neval Erturk**, *professor of biology*  
BS, MS, Hacettepe University, Turkey; PhD, Virginia Tech. (2006, 2016)

**Patricia Solesbee Foy**, *professor of music education*  
BM, Converse College; MME, PhD, University of South Carolina. (1990, 1995)

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

**Rafael E. Hernandez**, *Reeves Brothers professor of Spanish*

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

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

**Lienne Medford**, *professor of education, Dean of Graduate Studies and Education*  
BA, Hamilton College; MA, University of North Carolina; EdD, East Carolina University. (2017)

**Monica L. McCoy**, *professor of psychology*  
BA, Grove City College; MS, Villanova University; PhD, University of Wyoming. (1997, 2014)

**Siegwart Reichwald**, *professor of musicology*  
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**Malcolm Scott Robbins**, *professor of musicology and composition*  
BA, Wake Forest University; AM, Duke University; DMus, Florida State University. (1998, 2008)

**Edna J. Steele**, *professor of biology*  
BS, MS, University of the Philippines; PhD, Clemson University. (1997, 2017)

**Erin E. Templeton**, *Dean of Humanities, Sciences, and Business, professor of English*  
BA, MA, Pennsylvania State University; PhD, University of California. (2007, 2011)

**John M. Theilmann**, *Andrew Helmus Distinguished professor of history and politics, Nisbet Honors program co-director*  
BA, University of Missouri, Rolla; MA, MPA, PhD, University of Georgia. (1985, 2010)

**\*Rebecca Turner**, *professor of voice*  
BM, Shorter College; MM, University Northern Texas. (2007, 2015)

**\*\*Kelly A. Vaneman**, *professor of oboe and musicology*  
BM, Baylor University; MM, MMA, DMA, Yale University School of Music; Certificate of Performance, Koninklijk Conservatorium Brussel. (1997, 2017)

**Douglas Alan Weeks**, *Babcock professor of piano*  
BM, Illinois State University; MM, Indiana University; Licens de Concert, Ecole Normale de Musique, Paris; DMus, Florida State University. (1982, 1996)

**Edward C. Woodfin**, *George Dean Johnson, Jr. professor of history*  
BS, Baylor University; MA, PhD, Texas A & M University. (2005, 2016)

## Associate Professors

**Andrew Blanchard**, *associate professor of art*  
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**Ansley H. Boggs**, *associate professor of special education, director of special education*  
BA, Converse College; MEd, University of North Carolina at Chapel Hill; EdD, University of South Carolina. (1980, 1993)

**Laura Feitzinger Brown**, *associate professor of English, director of arts & humanities, Nisbet honors program*  
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**William C. Case**, *associate professor of chemistry, director of sciences and education, Nisbet honors program*  
AB, BS, PhD, Duke University. (2015, 2019)

**David W. Cheser**, *associate professor of education, director of early childhood education, and director of CAEP*  
BS, Campbellsville College; MA, Georgetown College; EdS, Eastern Kentucky University; PhD, George Peabody College. (1979, 1985)

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

**Sherry E. Fohr**, *associate professor of religion*  
BA, Ithaca College; MA, PhD, University of Virginia. (2005, 2009)

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

**Emily Harbin**, *associate professor of English and director of the writing center*  
BA, Converse College; MA, PhD, Vanderbilt University. (2014, 2019)

**Boone J. Hopkins**, *associate provost for student success, Dean of the School of the Arts, associate professor of theatre*  
AA, Gainesville State College; BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2012, 2016)

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

**Douglas Jensen**, *associate professor of biology*  
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**Catherine Jones**, *associate professor of French and director of women's studies*  
BA, University of North Carolina at Asheville; MA, PhD, University of North Carolina at Chapel Hill. (1988, 1995)

**Julie Jones**, *associate professor of education, director of student teaching*  
BA, Converse College; MA, University of South Carolina; PhD, Clemson University. (2014)

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

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

**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 College; MM, Peabody Conservatory of Music; DMA, University of Oregon. (1996, 2004)

**Kelly Harrison Maguire**, *associate professor of education, director elementary education and*



*student teaching*

BA, MEd, Converse College; PhD, Clemson University. (2000, 2006)

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

**Margaret S. Moore**, *associate professor of physical education*  
AB Queens College; MEd, University of Georgia. (1973, 1991)

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

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

**Jeffrey J. Poelvoorde**, *associate professor of politics*  
BA, MA, Northern Illinois University; PhD, University of Virginia. (1986, 1992)

**Anita R. Rose**, *associate professor of English*  
BA, Concord College; MEd, North Carolina State University; MA, Western Carolina University; PhD, University of North Carolina at Greensboro. (2001, 2006)

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

**Sharon M. Smith Strickland**, *associate professor of chemistry*  
BA, Francis Marion University; MS, PhD, University of South Carolina. (2006, 2016)

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

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

**Madelyn V. Young**, *Anne Morrison Chapman Distinguished Professor of International Study,*

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AB, Indiana University; MA, University of Notre Dame; PhD, Georgia State University. (1991, 1996)

## ASSISTANT PROFESSORS

**Nicole De Armendi**, *assistant professor of art history*  
MA, PhD, Virginia Commonwealth University. (2017)

**Joseph S. Barrera**, *visiting assistant professor of mathematics*  
BS, Ball State University; MS, PhD, University of Wisconsin-Milwaukee. (2017)

**Mahdokht Behravan**, *assistant professor of physics*  
BS, PhD, Michigan State University. (2017)

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

**Doug P. Bush**, *assistant professor of Spanish*  
BA, Dalhousie University; MA, University of Western Ontario; PhD, The Ohio State University. (2017)

**Mary E. Carlisle**, *assistant professor of art*  
BFA, Converse College; MS, Drexel University; MFA, Lesley University. (2017)

**Reed Chewing**, *assistant professor of education*  
BA, Wofford College, MEd Converse College; PhD, Clemson University. (2015)

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

**Gabriel Ford**, *assistant professor of English*  
BA, University of Alabama; M.Phil, Trinity College of Dublin; MA, PhD, The Pennsylvania State University. (2017)

**Lee Givens, Jr.**, *assistant professor of education*  
BS, The Citadel; MEd, Furman; EdS, PhD, University of South Carolina. (2016)

**Meirav Goldhour-Shvorin**, *assistant professor of art*  
MFA The Savannah College of Art and Design; MFA University of Georgia. (2018)

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

**Molly Inclan**, *assistant professor of accounting*  
BS, Presbyterian College; MA, University of Georgia. (2017)

**Susana M. Lalama**, *assistant professor of music*  
BMus, MA, PhD, University of Miami. (2014)

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

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

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

**Amanda Mangum**, *assistant professor of mathematics*  
BS, Centre College; MS, PhD, North Carolina State University. (2019)

**Shannon Martin**, *assistant professor of psychology*  
BA, University of St. Thomas; MA, Minnesota State University; PhD, Central Michigan University. (2016)

**Margaret E. Park**, *assistant professor of education*  
BA, Hood College; MA, PhD, Northcentral University. (2014)

**Shaquinta Richardson**, *assistant professor in marriage and family studies and clinical director*  
BS, Claflin University, MMFT, Converse College; PhD, University of Georgia (2018)

**Danielle S. Robertson**, *assistant professor of education*  
BA, Limestone College; MA, Gardner Webb University; EdS, Converse College; PhD, Gardner-Webb University. (2016)

**Erin Sanders**, *assistant professor of interior design, program coordinator*  
BS, MS, University of Alabama (2019)

**Jennifer L. Shields**, *assistant professor of accounting, economics, and business*  
BS, MS Appalachian State University. (2016)

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

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

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

**Christopher Allen Varnon**, *assistant, professor of psychology*  
BS, Jacksonville State University; MS, University of North Texas; MS, PhD, Oklahoma State University. (2017)

**Jessica Williams**, *assistant professor of mathematics*  
BA, Transylvania University; MS, PhD, University of Iowa. (2015)

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

## INSTRUCTORS

**Andrea Ezell Elliott**, *instructor of art education*  
BA, Converse College, MA, Winthrop University. (2013)

**Lauren Rogers Hopkins**, *instructor of dance*  
BFA, Elon University (2019)

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

**Seal Nisbet Wilson**, *instructor of education*  
BS, Winthrop University; Ma, Furman University; PhD, University of Southern University. (2018)

## PROFESSIONAL LIBRARIANS

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

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

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

\*Sabbatical Leave Fall 2019 \*\*Sabbatical Leave Spring 2020

## The Alumni Association

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 College.

Members of the Alumni Association Board are asked to provide ongoing support for Converse College, to communicate the College's vision, encourage connection among the alumni network, and to increase the visibility and promote the successes of Converse alumni. 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.

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 Association hosts an Alumni Welcome tent on Freshmen Move-In Day, remains connected through participation in campus events, and celebrates their final days as a student with the Thomas Family Senior Dinner, an annual event for graduating Seniors held each May prior to Commencement.

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. Post graduation we host Annual Reunions, alumni events across the country, send out the monthly View From the Tower e-newsletter and annual Your Connection alumni newsletter to keep our alumni network connected.

## The Directory for Correspondence

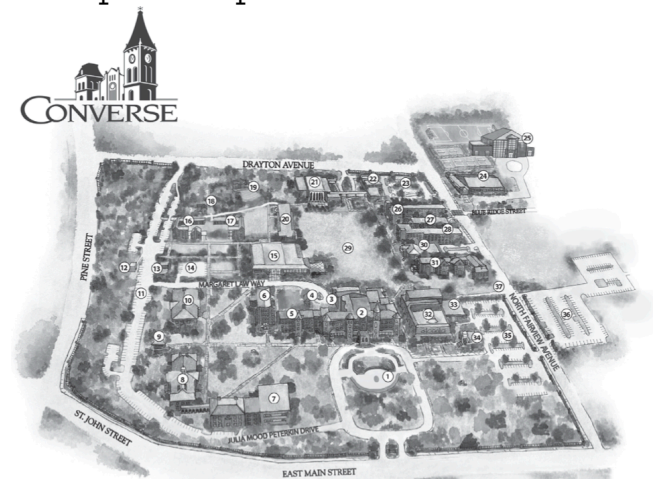
Please address inquiries as follows:

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

# Degrees/Certificates

## Accounting

### Department of Economics, Accounting, and Business

- AMY E. COX, chair
- WOODROW W. HUGHES, JR.
- MOLLY A. INCLAN
- JENNIFER L. SHIELDS
- MADELYN V. YOUNG

#### Mission

The mission of the Economics, Accounting and Business department is to offer students the high quality of education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers five concentrations: finance, human resource management, international business, marketing, and sports management. The department prepares students who wish to pursue graduate education for entrance to and successful completion of graduate school.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see GEP requirements in this catalog.*

#### Major and Minor GPA Calculation for Economics, Accounting and Business Department

A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

Bachelor of Arts with an Economics major, Bachelor of Science with an Economics major, Economics minor, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

#### Accounting

It is recommended that the student pursuing a career in accounting consider taking additional courses beyond the major requirements including, but not limited to computer science, money and financial institutions, and other elective accounting and finance courses. Business ethics concepts are integrated throughout the accounting curriculum to expose future accountants to the variety and depth of ethical dilemmas present in the business world. Accounting graduates are currently working in banking, public accounting, manufacturing,

service companies and attending graduate school in both masters level and doctorate programs.

The mission of the accounting program is to ensure that Converse accounting graduates will integrate analytical, problem solving, communication and professional skills with business and financial knowledge to be effective financial professionals and prospective leaders in their communities.

## Bachelor of Science with an Accounting Major

Students earning the Bachelor of Science in Accounting will achieve the following program level-student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing.
2. Students will evaluate and analyze data to solve problems and make business and financial decisions.
3. Students will demonstrate fundamental knowledge of the functional areas of business for professional accounting positions and graduate studies.
4. Students will be able to apply statutory, professional and ethical standards to solve Accounting problems.

Students majoring in accounting should begin the ACC 211 and 212 sequence in the sophomore year. Starting this sequence later may necessitate taking some of the accounting courses during the summer in order to complete the requirements within four years. Students who major in accounting should complete their GEP math requirement during their freshman year. It is recommended that Math 110 be chosen to fulfill this requirement. Students are also encouraged to take HPE 124: *Beginning Golf* as their GEP activity course requirement.

**Type:** Bachelor of Science, BS

## Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
	BAD 351 or 352	3
FIN 370	BUSINESS FINANCE	4
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
ACC 351	INTERMEDIATE FINANCIAL ACCOUNTING I	4
ACC 352	INTERMEDIATE FINANCIAL ACCOUNTING II	4
ACC 380	ACCOUNTING AND BUSINESS INFORMATION SYSTEMS	4
ACC 409	TAX ACCOUNTING	3
ACC 451	COST ACCOUNTING I	3
ACC 462	AUDITING	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
ECN 400	SENIOR SEMINAR	3

## Required Selection

Complete two courses from the following:

Item #	Title	Credits
ACC 375	FINANCIAL STATEMENT ANALYSIS	4
ACC 461	ADVANCED ACCOUNTING	3
ACC 463	CURRENT ISSUES IN ACCOUNTING	3
CSC 208	DATA FOR BUSINESS	3
CSC 305	DATABASE DESIGN	3
ECN 304	DECISION ANALYTICS FOR BUSINESS	4
ECN 321	MONEY AND FINANCIAL INSTITUTIONS	3
	MTH 115 or 120	4
<b>Total credits:</b>		<b>59-61</b>

## Business Professionalism Certificate Program

Students in all majors increasingly need to demonstrate professionalism in order to obtain jobs. The Business Professionalism Certificate is open to all Converse students who have declared any major at Converse.

### Certificate requirements:

Students who have declared any major at Converse may enroll in the program. In addition to an internship and coursework, students complete a portfolio of activities, and after completion of all the requirements to satisfactory standards is verified, they will receive a certificate.

### Certificate requirements:

**Type:** Certificate

### Internship

### Requirements

- Submission of Professional E-Portfolio

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CON 101	CAREER EXPLORATION AND PLANNING	1
CON 102	FROM STUDENT TO PROFESSIONAL: JOB SEARCH STRATEGIES	1

### Coursework Selection

Choose two courses from the following:

- Other courses may be added with the approval of the chair of the Economics, Accounting and Business department, or their designated representative.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ECN 191	APPLICATIONS OF EXCEL IN ECONOMICS	1
ACC 191	APPLICATIONS OF EXCEL IN ACCOUNTING	1
BAD 191	APPLICATIONS OF EXCEL IN BUSINESS ADMINISTRATION	1
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
BAD 206	BUSINESS COMMUNICATION	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
CSC 208	DATA FOR BUSINESS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
FIN 200	PERSONAL FINANCE	
POL 303	SOCIAL STATISTICS	4
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>11</b>

### Accounting Minor

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

An accounting minor is comprised of 20-21 credit hours of coursework including the following:

**Type:** Minor

## Required Courses

Item #	Title	Credits
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
ACC 451	COST ACCOUNTING I	3
ACC 351	INTERMEDIATE FINANCIAL ACCOUNTING I	4
ACC 380	ACCOUNTING AND BUSINESS INFORMATION SYSTEMS	4

## Accounting Selection

Complete one of the following:

Item #	Title	Credits
ACC 352	INTERMEDIATE FINANCIAL ACCOUNTING II	4
ACC 409	TAX ACCOUNTING	3
ACC 452	COST ACCOUNTING II	3
<b>Total credits:</b>		<b>20-21</b>

## Marketing Minor

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

**Type:** Minor

## Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
BAD 340	MARKETING PRINCIPLES	3
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
ART 124	GRAPHIC DESIGN I	3

## Selection

Choose one of the following:

Item #	Title	Credits
BAD 443	INTERNATIONAL MARKETING	3
BAD 442	MARKETING RESEARCH	4
BAD 347	PROFESSIONAL SELLING	3-4
BAD 330	MANAGEMENT	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
THR 120	PUBLIC SPEAKING	3
DES 282	INTRODUCTION TO INTERIOR DESIGN	3

## Elective

One other 300 or 400 level course in Economics or Business Administration (Note: Internship courses do not fulfill this requirement.)

**Total credits: 24-25**

## Art Education, History, Therapy, and Art Studio

- BOONE HOPKINS, dean

## Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

## Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

## Arts Foundations: Creativity that Works

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100:  
INTERDISCIPLINARY FOUNDATIONS I
- ATM 200:  
INTERDISCIPLINARY FOUNDATIONS II

## Department of Art and Design

- SUSANNE GUNTER, chair
- ANDREW BLANCHARD
- VIVIANNE CAREY
- MARY CARLISLE, assistant chair
- ANDREA ELLIOTT
- MEIRAV GOLDHOUR
- JEROME GOMEZ
- MICHAEL MASSENGALE
- JENA THOMAS
- LAURA ZEISLER

### Mission

The mission of the Department of Art and Design is to provide for our students a dynamic visual art and design education that fosters creativity and scholarship, develops skills and nurtures appreciation of the visual arts.

To best serve our majors the Department of Art and Design has established the following goals:

1. To provide a comprehensive curriculum that is built upon a strong foundation in studio art, art history, and current trends within the various fields of study.
2. To incorporate critical thinking and creative expression in all areas of study.
3. To provide external educational experiences that enrich the overall learning process.
4. To promote skill proficiency in the use of innovative equipment and techniques.
5. To provide career advisement and guidance for students.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts study, and membership in professional organizations. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers in the arts.

### Degree Programs and Accreditations

Accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA), the Department of Art and Design offers both the Bachelor of Arts degree and the Bachelor of Fine

Arts degree. For the BA degree, students may choose a major in art history, art therapy, studio art, or art education. The Bachelor of Fine Arts degree is a content-laden degree in studio art or interior design. Early declaration of a Bachelor of Fine Arts major is required due to the rigorous requirements of the programs. Students with majors in areas other than art may need to consult the Department of Art and Design chair for guidance in a double major or a minor in art history, studio art, or arts management.

### Calculation of GPA for degrees in the Department of Art

The GPA for the Bachelor of Arts with a major of Art Education major is calculated using all required courses for the major. Students must have a minimum GPA of 2.0 in the major to graduate, but must have at least a 2.75 cumulative GPA to enter the Teacher Education Program.

The GPA for the Bachelor of Arts with an Art History major, Art Therapy major, Studio Art major, BFA Studio Art major, and the BFA Interior Design major is calculated using all required courses for the major. The GPA for the Art History minor and Studio Art minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the major or minor to graduate.

### Minors

Minors are offered in art history and studio art, as well as an arts management minor, which is interdisciplinary between art, music, and theatre. The arts management minor is highly recommended for all majors in the School of the Arts. It is particularly useful for BA Studio Art, BA Art History, or BFA Studio Art degree majors. Like all art and design minors, arts management is available to all Converse students. For complete information on the arts management minor, please refer to the section on Interdisciplinary Minors in this catalog.

All students majoring in the Department of Art and Design must take the Senior Seminar in their respective majors, and all majors except art history must take ART 415: Senior Exhibition during their senior year. These courses are designed to assist seniors in developing career preparation skills and in preparation for their senior graduation exhibitions. The General Education Program is a requirement



for all degrees. The requirements listed below are approved for the Bachelor of Arts and Bachelor of Fine Arts in the School of the Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as Quantitative reasoning	3-4 hours
Health and Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
ATM 100: Interdisciplinary Foundations I	2 hours
ATM 200: Interdisciplinary Foundations II (ATM 100 and ATM 200 are required and satisfy 3 hours of Fine Arts GEP credit)	1 hour
Natural Science	7-8 hours
Social Science	6 hours
<b>Total</b>	49-52 hours

## The Bachelor of Arts Degree Program

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

## Bachelor of Arts with Art Education Major

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

### Art Education

The mission of the Bachelor of Arts in Art Education program is to prepare college students for initial certification in art at the elementary through secondary school levels, and to develop art educators who are also competent artists that exhibit creativity and skill in a variety of studio media.

Upon graduation, the art education major will be able to demonstrate:

1. Competencies in art production in a variety of media, art history, aesthetics, and art criticism.
2. An understanding of art education theory and mastery of teaching including best practices in curriculum development and implementation, instructional strategies and procedures, and assessment techniques.
3. An understanding of artistic styles and principles in all major visual arts media and their relationship to other arts areas and to other

content areas including the human, social, economic, and cultural components that give individual communities their identities.

4. The highest qualities and attributes of a professional art educator as they assume the role as an advocate in the field of art education both in and out of the classroom.

### Student Learning Outcomes

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

In order to become certified in art education (PreK-12) the prospective art teacher must complete the Bachelor of Arts degree with a major in art education. Art Education majors must pass Core Praxis before moving to Benchmark II and the second clinical. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 213	DRAWING II	3
ART 120	PRINTMAKING I	3
ART 130	CERAMICS I	3
ART 150	SCULPTURE I	3
ART 170	PAINTING I	3
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1

## Art Selection

Complete two from the following:

Item #	Title	Credits
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 306	TWENTIETH CENTURY ART BEFORE 1945	3
ART 309	ART SINCE 1945	3
ART 310	AMERICAN ART	3
ART 315	WOMEN AND ART	3
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3

## Art Education

ART 300L and 316L fulfill experiential learning course requirement. All are required for this degree program.

Students should also consult A Handbook for Prospective Teachers which is available in the Education Department or the student may visit: [www.converse.edu/program/education/](http://www.converse.edu/program/education/)

Item #	Title	Credits
ART 300	ART FOR THE ELEMENTARY SCHOOL	3
ART 300L	ART FOR THE ELEMENTARY SCHOOL: LAB CLINICAL	1
ART 314	SCHOOL ART CURRICULUM AND METHODS	3
ART 316	ART FOR THE SECONDARY SCHOOL	3
ART 316L	ART FOR THE SECONDARY SCHOOL: LAB CLINICAL	2

## Education and Psychology

- EDU 425 must be taken concurrently with Art 316 and 316L
- EDU 412H fulfills experiential learning course requirement. All are required for this degree program.

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
EDU 412h	DIRECTED STUDENT TEACHING IN ART	12
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>71</b>

## Bachelor of Arts with a Studio Art Major

The mission of the Bachelor of Arts Degree in Studio Art combines the breadth and depth of a liberal arts curriculum with broad based exploratory studio practices.

### Studio Art Program Goals

Upon graduation, the BA studio art major will be able to:

1. Produce artwork that utilizes design elements and principles and creates artwork(s) in a variety of medium/media.
2. Communicate personal concept(s) through a written artist statement, group exhibition, and personal website.
3. Reference historic and contemporary art in relationship to their own and other artists' works.
4. Apply for a variety of career opportunities in art.

### Student Learning Outcomes

1. Students will be able to produce artwork that successfully utilizes design elements and principles and creates artwork(s) in a variety of medium/media.
2. Students will be able to communicate their personal concept(s) through a written artist statement, group exhibition, and personal website
3. Students will be able to reference historic and contemporary art in relationship to their own and other artists' works.
4. Students will be able to demonstrate the ability to apply for a variety of career opportunities including art residencies and/or graduate programs.

Forty-four hours of coursework are required for the Bachelor of Arts in the studio art major with emphasis on the practice of art. ART 414: Senior Seminar and ART 415: Senior Exhibition are required. A double major in art history or a major outside the department is an option. An internship is recommended as part of the major. Students majoring in studio art must have an exhibition of their artwork during the senior year.

Studio art class times meet two hours per week per credit hour during fall and spring terms. Students should expect to spend three or more additional hours per class in weekly independent work. Class times are extended during short terms.

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
	ART 200 or 325	3

### Writing Intensive Selection

Complete one of the following:

Item #	Title	Credits
ART 306	TWENTIETH CENTURY ART BEFORE 1945	3
ART 309	ART SINCE 1945	3
ART 315	WOMEN AND ART	3
ART 405	ART AND CRITICAL THEORY	3

### Art Requirements

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 120	PRINTMAKING I	3
ART 130	CERAMICS I	3
ART 150	SCULPTURE I	3
ART 170	PAINTING I	3
ART 213	DRAWING II	3

### Advanced Studio Courses

Complete two courses selected from these beginning, intermediate, and advanced studio courses:

- Artists Books
- Ceramics
- Digital Media
- Drawing
- Graphic Design
- Painting
- Photography
- Printmaking
- Sculpture

### Senior Requirements

Item #	Title	Credits
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1

### Experimental Learning Requirement

Choose one of the following:

Item #	Title	Credits
ART 317	STUDIO ART TRAVEL PROGRAM	3-6
ART 410	ADVANCED STUDIO ART	3
ART 465	STUDIO ART INTERNSHIP	3
ART 466	ARTIST IN RESIDENCY INTERNSHIP	3
ART 490	DIRECTED INDEPENDENT STUDY	3
ART 495	SENIOR PROJECT	3-6
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
<b>Total credits:</b>		<b>47</b>

### Bachelor of Arts with an Art History Major

The mission of the Bachelor of Arts degree in Art History is to provide students with an understanding of visual culture through the ages, a knowledge of the major artists and artworks and their historical context with an emphasis on the West, and the ability to analyze, write and discuss the style, content, theory, and historical context of specific periods and artists.

The major in art history provides students with an understanding of visual culture through lecture and discussion, field trips to museums, internships and travel study opportunities. The art history degree provides a strong liberal arts education and prepares the student for graduate programs in art history as well as entry-level positions in galleries, museums and art auction houses. Students of art history have careers as diverse as managing a private art collection to becoming assistant to the White House art curator.

### Art History Major Program Goals

Upon graduation, the art history major will be able demonstrate:

1. A broad understanding art history movements and historical context of significant artworks and artists.
2. Critical thinking, research, writing and oral presentation skills with technical abilities to do online research and develop PowerPoint presentations.

## Student Learning Outcomes

1. Students will explain art history based on research.
2. Students will critically analyze the art by proving a thesis.
3. Students will employ oral presentation skills.

Converse art history majors may take some art history courses offered at Wofford College, but only with prior approval of the Converse Art History program coordinator. The program requires a total of 36 credit hours.

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

## TOTAL HOURS FOR BACHELOR OF ARTS WITH HISTORY MAJOR

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

**Type:** Bachelor of Arts, BA

## Art Selection

Choose one of the following:

Item #	Title	Credits
	ART 111 or FSY 125 - 2D Design	3
	ART 112 or FSY 125 - 3D Design	3
ART 113	DRAWING I	3
ART 150	SCULPTURE I	3
ART 170	PAINTING I	3

## Art Requirements

Item #	Title	Credits
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3

## Art History Selection

Item #	Title	Credits
	ART 464 or ART 307	3-4
	PHI 315 or ART 405	3

## Art History Requirements

ART 460: fulfills experiential learning requirement for degree program.

Item #	Title	Credits
ART 306	TWENTIETH CENTURY ART BEFORE 1945	3
ART 309	ART SINCE 1945	3
ART 460	ART HISTORY SENIOR SEMINAR	3

## Art Electives

Plus three additional courses from the following areas:

- American
- Decorative Arts
- Nineteenth Century
- Non-Western Art
- Special Topics
- Women and Art

Art History Courses offered at Wofford College, with approval of Converse Art History program coordinator.

**Total credits: 33**

## Bachelor of Arts with an Art Therapy Major

Converse College's undergraduate art therapy program is embedded within a dynamic liberal arts curriculum. The major prepares students to identify as artists interested in the social transformation of individuals and communities. As a pre-professional program, students are

prepared for graduate study in art therapy or other related mental health fields, and baccalaureate level entry into the social service professions.

The art therapy major, consisting of 62 credit hours, includes a year-long internship program completed during the senior year. A board certified art therapist supervises the fall field experience, and the spring internships are offered with a variety of populations and developmental stages, throughout the upstate region.

As an interdisciplinary field, a student majoring in art therapy completes ART 414: Senior Seminar and ART 415: Senior Exhibition, culminating in a group art exhibition in the Milliken Art Gallery, and completes 12 credit hours of behavioral science study in the Department of Psychology.

### Art Therapy Program Goals

The program seeks to maintain a high percentage of graduates accepted into Master's programs or successful entrance into the baccalaureate level social service workforce. To accomplish this end, the Bachelor of Arts in Art Therapy degree program identifies the following primary goals:

1. Develop studio applications that support competency in two-dimensional (2-D) and three dimensional (3-D) visual language, and the inclusion of non-traditional materials.
2. Examine a comprehensive knowledge of art therapy theory, and skill-based practice to provide historical and contemporary contexts for understanding the profession.
3. Demonstrate civic awareness, ethical behavior, creative problem solving, and cultural humility during art-based interactions with at risk populations.

### Student Learning Outcomes

1. Students will exhibit studio applications that support competency in two-dimensional (2-D) and three dimensional (3-D) visual language, and the inclusion of non-traditional materials.
2. Students will demonstrate a comprehensive knowledge of art therapy theory, and skill-based practice to provide historical and contemporary contexts for understanding the profession.

3. Students will display civic awareness, ethical behavior, creative problem solving, and cultural humility during art-based interactions with at risk populations.

**Type:** Bachelor of Arts, BA

### Art History

Item #	Title	Credits
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
1 Course in Art History		3

### Required Courses

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 130	CERAMICS I	3
ART 170	PAINTING I	3

### Non-Traditional Materials Selection

Item #	Title	Credits
	ART 120 or ART 124 or ART 126 or ART 140	3
	Studio Art at the 200 level (100 studio prerequisite)	3
	Studio Art at the 300 level (200 studio prerequisite)	3

### Senior Requirements

Item #	Title	Credits
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1

### Art Therapy

ART 390 fulfills experiential learning requirement for degree program.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
ART 357	ART THERAPY PERSPECTIVE-UNDERSTANDING CHILDREN'S ART	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
ART 453	Art Therapy Field Experience	3
ART 454	Art Therapy Internship	3
ART 455	ART THERAPY SENIOR SEMINAR	3

## Psychology Requirements

Item #	Title	Credits
PSY 100	GENERAL PSYCHOLOGY	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>62</b>

## Bachelor of Fine Arts with Studio Art major

### Bachelor of Fine Arts Degree Program

The Bachelor of Fine Arts degree programs are professional degrees comprised of intensive, highly structured courses of study designed to prepare students for careers in the interior design profession, as professional artists, or as preparation for graduate studies.

### Studio Art

The mission of the Bachelor of Fine Arts Degree provides an exploratory opportunity for students to create with a broad base of media working toward mastery in the studio area(s) of their choice. This professional degree provides students with a studio experience that fosters the development of a personal body of work in concept, theory, and practice.

### Studio Program Goals

Upon graduation, the Bachelor of Fine Arts with a studio art major will be able to:

1. Produce artwork that successfully utilizes design elements and principles and demonstrates mastery level of their chosen medium/media.
2. Communicate personal concept(s) through a written artist statement, gallery presentation and solo exhibition, and personal website.
3. Reference historic and contemporary art in relationship to their own and other artists' works.
4. Apply for career opportunities, compete in juried competitions and apply for art residencies and/or graduate programs.

### Student Learning Outcomes

1. Students will be able to produce artwork that successfully utilizes design elements and principles and demonstrates mastery level of their chosen medium/media.

2. Students will be able to communicate their personal concept(s) through a written artist statement, gallery presentation and solo exhibition, and personal website.
3. Students will be able to reference historic and contemporary art in relationship to their own and other artists' works.
4. Students will be able to demonstrate the ability to apply for career opportunities, compete in juried competitions and apply for art residencies and/or graduate programs.

Bachelor of Fine Arts with a studio art major consists of 74 hours and offers a sequence of courses in painting, sculpture, printmaking, ceramics, photography, digital media and drawing, along with requirements in art history. This degree provides students with a thorough grounding in visual arts foundation principles and techniques. Provisions are made for in-depth studio explorations, for discussion and analysis of critical visual problems in a liberal arts environment, and for sustained studio work.

For continuation in the Bachelor of Fine Arts degree program in studio art students must submit a portfolio of artwork for faculty review in their junior year. Faculty recommendation is based upon student's statement of intent as well as the quality and direction of submitted artworks. Students should obtain detailed information concerning the Bachelor of Fine Arts review from the chair of the department during their sophomore year.

**Type:** Bachelor of Fine Arts, BFA

## Art History Requirements

Item #	Title	Credits
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 200 or 325		3

## Writing Intensive Selection

Choose one from the following:

Item #	Title	Credits
ART 306	TWENTIETH CENTURY ART BEFORE 1945	3
ART 309	ART SINCE 1945	3
ART 315	WOMEN AND ART	3
ART 405	ART AND CRITICAL THEORY	3

## Upper Division Art History Elective

Complete one additional Art History course at the 200 level or above.

## Fundamental Art Requirements

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 120	PRINTMAKING I	3
ART 130	CERAMICS I	3
ART 140	PHOTOGRAPHY I: BLACK AND WHITE	3
ART 150	SCULPTURE I	3
ART 170	PAINTING I	3
ART 213	DRAWING II	3

## Advanced Studio Art

Ten additional courses in Studio Art at the 200, 300, and 400 levels.

Must include the following:

- ART 410 and 495 fulfill the experiential learning requirement for degree program.

Item #	Title	Credits
ART 410	ADVANCED STUDIO ART	3
ART 495	SENIOR PROJECT	3-6
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1
<b>Total credits:</b>		<b>72</b>

## Bachelor of Fine Arts with an Interior Design Major

### Interior Design

The mission of the interior design program is to produce liberally educated professional designers qualified by their education to enhance the function and quality of interior spaces. Those

who complete the requirements of this program will, through their knowledge of interior design principles, practices, and techniques, be able to make contributions to their society's quality of life and productivity. Graduates of the program will be able to apply their knowledge to protect the health, safety, and welfare of the public they serve through their profession.

### Interior Design Program Goals

Upon graduation, the interior design major will:

1. Combine design theory, creativity and functionalism to develop effective interior solutions.
2. Create design solutions featuring human-centric design that responds to user needs and promotes health and well-being.
3. Justify their design decisions through written and verbal statements. Develop entry level design knowledge and skills.

### Student Learning Outcomes

1. Interior design majors will combine design theory, creativity and functionalism to develop effective interior solutions.
2. Interior design majors will create design solutions featuring human-centric design that responds to user needs and promotes health and well-being.
3. Interior design majors will justify their design decisions through written and verbal statements.
4. Interior design majors will utilize their knowledge and skills to complete entry level interior design responsibilities.

The interior design major, consisting of 74 credit hours, provides a professional program directed toward both the residential and commercial aspects of interior design. Course content features the creative design process, design theory, space planning, human-centric design, drawing software, graphics, finishes and furnishings, building systems, lighting, sustainable design, history of interiors, and professional practices. Students are able to document their learning and communicate with professional drawing and presentation formats.

Dedicated studios feature individual work stations with locking storage, computers, printers, print resources, and sample storage. Students use AutoCAD, Revit, SketchUP Pro, Photoshop, InDesign, and Microsoft Office. Students are required to have their laptops with AutoCAD and SketchUP, Podium and the Adobe

Creative Suite software. See the computer and software recommendations on our Campus Technology website <http://www.converse.edu/office/campus-technology/computer-recommendations/>. Interior design majors interact with professional designers and trade experts on and off campus through a variety of activities. Each interior design major completes a professional interior design work experience and the Center for Career Development supports this graduation requirement. Student memberships in professional organizations are encouraged.

**Type:** Bachelor of Fine Arts, BFA

## Required Courses

DES 482 and 485 fulfill the experiential learning requirement for degree program.

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 415	SENIOR EXHIBITION	1
DES 282	INTRODUCTION TO INTERIOR DESIGN	3
DES 283	SPACE PLANNING	3
DES 284	RESIDENTIAL DESIGN	3
DES 285	COMPUTER AIDED DESIGN	3
DES 286	ADVANCED COMPUTER AIDED DESIGN	3
DES 287	COLOR AND TEXTILE DESIGN	3
DES 289	INTERIOR CONSTRUCTION	3
DES 290	PRESENTATION SKILLS	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3
DES 383	CODES AND MATERIALS	3
DES 384	COMMERCIAL DESIGN I	3
DES 386	LIGHTING	3
DES 387	KITCHEN AND BATH DESIGN	3
DES 480	SENIOR SEMINAR	1
DES 481	ADVANCED INTERIOR DESIGN I	3
DES 482	ADVANCED INTERIOR DESIGN II	3
DES 483	BUSINESS AND PROFESSIONAL PRACTICE	3
DES 485	PROFESSIONAL DESIGN WORK EXPERIENCE	3
<b>Total credits:</b>		<b>71</b>

## Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of



the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

### Art History Minor

The requirements for a minor in art history consist of 18 credit hours including ART 201-202: Introduction to History of Western Art I and II, plus four additional art history courses in four different subject areas (not including art history travel programs or museum internships).

**Type:** Minor

### Required Courses

Item #	Title	Credits
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3

### Art History Selection

- four additional art history courses in four different subject areas (not including art history travel programs or museum internships)

**Total credits: 18**

### Arts Management

- MARY CARLISE, coordinator

### Mission Statement

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as

executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

### Student Learning Outcomes

Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.

Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.

Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.

Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

### GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

**Type:** Minor

### Required Courses

- Complete three classes from the diverse departments

Item #	Title	Credits
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ATM 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ACC 211	ACCOUNTING PRINCIPLES I	3

### Department of Art and Design

Choose at least one of the following:

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ART 101	STUDIO ART APPRECIATION	3
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3

### Department of Theatre and Dance

Choose at least one of the following:

Item #	Title	Credits
DAN 190	HISTORY OF DANCE	3
THR 100	INTRODUCTION TO THEATRE	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3

### Petrie School of Music

Choose at least one of the following:

Item #	Title	Credits
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
<b>Total credits:</b>		<b>24</b>

## Studio Art Minor

Students electing studio art as a minor must complete 18 credit hours of coursework. Students must take ART 111 or Art 125: 2D Design, 112 or 125: 3D Design, 113, 201 and 202 before taking additional studio art courses.

**Type:** Minor

### Required Courses

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3

### Studio Art Electives

<b>Total credits:</b>	<b>18</b>
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## Biology

### Department of Biology, Chemistry, and Physics

- WILLIAM CASE, chair
- DOUGLAS P. JENSEN, associate chair
- MAHDOKHT BEHRAVAN
- H. NEVAL ERTURK
- JENNIFER HAWK
- EDNA STEELE
- SHARON STRICKLAND
- ABREEOTTA WILLIAMS

## Mission

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific principles. The curricula are designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

## Degrees and Programs Offered

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification; students interested in this certification should discuss this with their advisors and the Department of Education as early as possible, as secondary certification requirements may not be identical to major requirements.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students with majors in the Department of Biology, Chemistry, and Physics participate in pre-health curricula, which are described in the Career and Pre-Professional Programs section of this catalog. These programs are not part of the majors, and the majors are not required for them.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course. Capstone experience.
- For more information see the [GEP requirements](#) in this catalog.

## Biology Major with a Bachelor of Arts or Bachelor of Science Degree

Students majoring in biology may receive either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Science degree requires students to take more courses in biology, chemistry, physics, and mathematics than the Bachelor of Arts degree does. In addition to coursework, all biology majors must complete the research requirement and take an assessment exam.

A student interested in biology should inform her adviser as early as possible. It is highly recommended, although not necessary, that she begins the chemistry sequence (CHM 190-203) during her freshman year and that she begins biology coursework within her freshman year. She should work closely with her adviser to plan her course of study.

### Research Requirement

All biology majors (BA & BS) are required to gain research experience. Students may fulfill this requirement by performing a research project under the direction of biology faculty at Converse College, by performing a research project under another person, or as part of a summer program. All research performed away from Converse must be approved by the biology faculty at Converse College. Students who prefer not to perform a research project may fulfill this requirement by successful completion of BIO 480. Chemistry projects and Biology projects satisfy the requirements for both majors for students who are double majors in Biology and Chemistry. BIO 480 does not satisfy the Chemistry research requirement.

### Assessment Exam

In addition to the coursework and research requirements, all biology majors must complete an assessment exam during their senior year.

### Secondary Teaching Certification

Majors who plan to complete secondary certification to teach high school must declare an Education minor, and meet with an advisor in the [Education Department](#) to discuss specific requirements. They are encouraged to do this as early as possible. Students interested in secondary certification should complete the

following: Biology 190, BIO 191, 202, 203, 312 and 411; one of Physics 242 and 252; and one of BAD 300, ECN 300, POL 303, and PSY 311.

### Student Learning Outcomes

Through completion of the Bachelor's Degree in Biology, students will:

1. acquire an intermediate understanding of the fundamental biological principles and integrate these principles from the major areas of biology (cellular biology, organismal biology, field biology, genetics, and evolution).
2. acquire laboratory and field skills in biology.
3. develop communication skills in written and oral forms that are appropriate for biologists.
4. engage in the scientific process demonstrating an advanced understanding of research, methods, and analysis.

The major GPA of a biology student will be calculated by using grades earned for all required major courses and the electives in which students have earned the highest grades, up to the required number of hours. Cognate courses and additional electives will not be calculated into major GPA.

### Biochemistry Major

The Bachelor of Science degree with a major in biochemistry is based upon the recommendations of the American Society for Biochemistry and Molecular Biology. The degree requires 36 credit hours of chemistry, 15-16 credit hours of biology, and 15 credit hours of cognate coursework. Specific course requirements are outlined below.

To earn a major in biochemistry, a student must have a minimum GPA of 2.0 in all required chemistry and biology coursework. Grades in cognate courses are not included in the GPA calculation. Elective credits beyond the required number may not be included in the calculation. To receive the Bachelor of Science degree in Biochemistry, students must receive a grade of C- or higher in every chemistry and biology course required for the major, excluding cognate coursework.

## Student Learning Outcomes for the Biochemistry Program

Through completion of the Bachelor's Degree in Biochemistry, our graduates will:

1. acquire an understanding of fundamental biochemical principles and integrate these principles from major areas of chemistry (analytical, inorganic, organic and physical) and biology (cellular, organismal, molecular and genetics)
2. develop laboratory skills in biochemistry
3. engage in the scientific process through participation in faculty-sponsored research projects
4. enhance oral and written communication skills appropriate for biochemists

\* Students are not permitted to double major in Biochemistry with either Biology or Chemistry. Statistics, computer science, and additional math courses are recommended for majors in chemistry and biochemistry, but are not required.

**Type:** Bachelor of Science, BS

## Chemistry Courses

\* A research experience must also be completed, either with Converse faculty or in a pre-approved external summer setting. Research performed on campus may be completed in either the biology or chemistry department.

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 251	QUANTITATIVE ANALYSIS	4
CHM 307	JUNIOR SEMINAR	1
CHM 310	INORGANIC CHEMISTRY	4
CHM 315	PHYSICAL CHEMISTRY I	4
CHM 407	SENIOR SEMINAR	2
CHM 415	BIOCHEMISTRY I	4
CHM 416	BIOCHEMISTRY II	4
CHM 480	INTRODUCTION TO RESEARCH	1

## Required Biology Courses

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4

## Biology Selection

Choose two of the following five courses:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 310	CELL BIOLOGY	4
BIO 312	MICROBIOLOGY	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4
BIO 409	BIOLOGY OF CANCER	3

## Math Cognate Requirements

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3

## Physics Cognate Requirements

Complete one of the following Physics series:

Item #	Title	Credits
	Essentials of Physics I and II	8
	Elements of Physics I and II	8
<b>Total credits:</b>		<b>67</b>

## Biology Major with a Bachelor of Arts

The biology major requires 32 credit hours of biology coursework with a BA degree. At least 16 of these 32 credit hours must be at the 300-level or higher. The 32 hours must include coursework as listed below. The remainder of the 32 hours is elective coursework.

**Type:** Bachelor of Arts, BA

## Introduction to Biological Sciences

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4

## Cellular Biology

- Choose one of the following:

Item #	Title	Credits
BIO 310	CELL BIOLOGY	4
BIO 312	MICROBIOLOGY	4

## Genetics

Choose one of the following:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4

## Evolution

Item #	Title	Credits
BIO 302	EVOLUTIONARY BIOLOGY	3

## Diversity

Choose one course from two of the following three areas:

Item #	Title	Credits
	Animal Diversity	4-5
	Plant Diversity	4
	Field Biology	4

## Seminars

Item #	Title	Credits
BIO 391	JUNIOR SEMINAR	1
BIO 491	SENIOR SEMINAR	2

## Electives

### Total Biology Courses

### Cognate Coursework for the BA Biology Major

- CHM 415 applies to the BA biology major. The following courses do not apply to the BA biology major: BIO 105, 110, 112, 117, 120, 199H and 481. A maximum of 4 credit hours of BIO 490 may apply to the biology major. BIO 303 (Systematic Botany) cannot satisfy both the Plant Diversity and the Field Biology requirements for an individual BA student.

## Chemistry

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4

## Math and Statistics

\* BA students must be mathematically prepared for the first calculus course (MTH 120). Students who enter the college placed at that level or higher have satisfied the requirement with (0 credit hours). Students who enter the college placed at a lower level must pass MTH 110 (3 credit hours) to fulfill this requirement.

Item #	Title	Credits
MTH 110	ELEMENTARY FUNCTIONS	3
	Calculus or Statistics	3-4

## Non-Biology or Mathematical Science Elective

### Total Cognate Hours

**Total credits: 45-47**

## Biology Major with a Bachelor of Science

The biology major with a BS degree requires 37 credit hours of biology coursework. At least 18 of these 37 credit hours must be at the 300-level or higher. The 37 hours must include coursework as listed below. The remainder of the 37 hours is elective coursework.

**Type:** Bachelor of Science, BS

### Introduction to Biological Sciences

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4

## Evolution

Item #	Title	Credits
BIO 302	EVOLUTIONARY BIOLOGY	3

## Cellular Biology

Choose one of the following:

Item #	Title	Credits
BIO 310	CELL BIOLOGY	4
BIO 312	MICROBIOLOGY	4

## Animal Diversity

Choose one of the following:

Item #	Title	Credits
BIO 202	GENERAL ZOOLOGY	4
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5
BIO 308	INVERTEBRATE ZOOLOGY	4
BIO 309	PARASITOLOGY	4

## Plant Diversity

Choose one of the following:

Item #	Title	Credits
BIO 203	GENERAL BOTANY	4
BIO 303	SYSTEMATIC BOTANY	4

## Genetics

Choose one of the following:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4

## Field Biology

Choose one of the following:

Item #	Title	Credits
BIO 303	SYSTEMATIC BOTANY	4
BIO 411	ECOLOGY	4

## Seminars

Item #	Title	Credits
BIO 391	JUNIOR SEMINAR	1
BIO 491	SENIOR SEMINAR	2

## Electives

## Total Hours in Biology

## Cognate Coursework for BS in Biology

### Major:

- CHM 415 applies to the BS biology major. The following courses do not apply to the BS biology major: BIO 105, 110, 112, 117, 120, 199H, and 481. A maximum of 4 credit hours of BIO 490 may apply to the BS biology major. BIO 303 (Systematic Botany) will satisfy both the field biology and plant biology requirements for an individual BS student.

### Chemistry

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4

### Physics

Complete one of the following sequences:

Item #	Title	Credits
	Elements of Physics I and II	8
	Essentials of Physics I and II	8

### Mathematics and Statistics

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
	Mathematics and Statistics Option	3-4

### Total Cognate Hours

**Total credits: 64-65**

### Biology Minor

Students who minor in biology must complete 23 credit hours of biology, including BIO 190 and BIO 191. The following courses may not count towards the minor: BIO 105, 112, 120, 199H, 391, 481, 491 and 497.

**Type:** Minor

### Required Courses

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4

## Biology Electives

- The following courses **may not** count towards the minor: BIO 105, 112, 120, 199H, 391, 481, 491 and 497.

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**Total credits: 23**

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## Environmental Studies Minor

- DOUGLAS JENSEN, director

The environmental studies minor introduces students to the functions of the environment in which they live and the interplay between human activities and the environment. Courses that span and cross traditional boundaries introduce students to multiple lenses through which the environment is studied.

The minor consists of a minimum of 19 credit hours of coursework, as follows:

**Type:** Minor

### Introduction

Item #	Title	Credits
ENV 101	INTRODUCTION TO ENVIRONMENTAL SCIENCE	4

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### Social Science

Social Science Course with an environmental focus:

- Environmental Economics
- Environmental Policy
- GEO 300: World Geography

### Humanities, Fine Arts, or Literature Course with an Environmental Focus

- Environmental Philosophy
- Environmental Literature
- Environmental History

### Natural Science Course with Environmental Focus

- besides ENV 101*

Item #	Title	Credits
BIO 411	ECOLOGY	4
CHM 160	Geology	3
CHM 311	ENVIRONMENTAL CHEMISTRY	4

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## Additional Requirements with Environmental Focus

These courses may come from any field of study

Special topics courses, study/travel, internships, and directed independent studies or research may be substituted for requirements above, as approved and appropriate.

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**Total credits: 19**

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## Medical Technology Major

Converse students who are ASCP-certified Medical Laboratory Technicians may earn a Bachelor of Science Degree with a major in Medical Technology. Students earning this major must complete all the requirements for a Converse degree, and they must make their own arrangements for appropriate certification examinations (refer to [www.ascp.org](http://www.ascp.org) for eligibility information). Students who are enrolled through the Converse International School are exempt from the AASCP-certified Medical Laboratory Technicians certifications.

### Student Learning Outcomes for the Medical Technology Major:

Through completion of the Bachelor of Science Degree in Medical Technology, students will;

- acquire an intermediate understanding of the fundamental biomedical principles.
- acquire additional laboratory skills in biomedical sciences.
- develop communication skills in written and oral forms that are appropriate for medical technology professionals

### Admission Requirements

Prior to beginning the Medical Technology Major, students must be either:

- be an ASCP-certified medical laboratory technician
  - have been enrolled through the Converse International School.
- Prior to taking any other courses in the program, students must complete Bio 190-191 (Introduction to Biological Science I and II) or the equivalent.



### GPA Requirement

Each Converse student must earn a GPA of 2.0 or above in her major to graduate. The Medical Technology major GPA is calculated using all the required biology, chemistry, and mathematics courses taken at Converse. The calculation does not include prerequisite or recommended courses.

### Assessment Requirement

In addition to the academic requirements, all medical technology majors must complete an exit survey and a self-evaluation form by the first week of April of their senior year.

**Type:** Bachelor of Science, BS

### Biological Sciences

At least 18 credits from the following course options:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 309	PARASITOLOGY	4
BIO 310	CELL BIOLOGY	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4
BIO 409	BIOLOGY OF CANCER	3
BIO 420	HISTOLOGY	4

### Chemistry

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 415	BIOCHEMISTRY I	4

### Mathematics

Item #	Title	Credits
MTH 110	ELEMENTARY FUNCTIONS	3

### Scientific Communication

Select one of the following:

Item #	Title	Credits
BIO 350	SPECIAL TOPICS IN BIOLOGY	
BIO 391	JUNIOR SEMINAR	1

### Capstone

Item #	Title	Credits
BIO 490	DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS	1-4

### Electives

7 hours, from any **200-level or above biology** courses at Converse. Microbiology and Immunology are **not** accepted.

### Optional Recommendation

Item #	Title	Credits
BIO 110	MEDICAL TERMINOLOGY	3
<b>Total credits:</b>		<b>47-49</b>

### Pre-Dentistry

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information..Required prerequisite courses for prospective dental students generally include:

Majoring in science is not a must, but completion of pre-dental science requirements is necessary. Take the DAT (<http://www.ada.org/en/education-careers/dental-admission-test>) at least a year prior to seeking admission to dental school. Completion of at least one year of college level courses in biology, general chemistry and organic chemistry is recommended before taking the DAT. Dental office shadowing experience is highly recommended.

Early application to the dental school is important. Apply for admission at least a year in advance of the planned enrollment date. Information on application deadlines and application forms can be obtained at the following website: <http://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>.

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific

prerequisite information..Required prerequisite courses for prospective dental students generally include:

General Chemistry

Organic Chemistry

Physics

Biology or Zoology

English

Mathematics

Science Electives

- Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology, etc.

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**Total credits: 52**

Pre-Medicine

Science courses should include laboratory work.

Honors, independent study, a well-rounded sampling of extra curricular activities, and research work are highly encouraged as these activities demonstrate scholarly, in-depth, and lifelong learning skills. Additional upper-level biology and chemistry coursework is recommended, as it will help to prepare the student for the Medical College Admission Test (MCAT). It is desirable to have the required coursework completed at the end of the junior year, and to take the entrance exams during the summer between the junior and senior year. For admission, both the GPA and MCAT scores are critical. Clinical experience through either internships or volunteer work is also highly recommended.

Early application to medical school is important. Information on application deadlines and application forms the following website: <https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/deciding-where-apply/medical-school-admission-requirements/>

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. The required courses vary depending on the school. To find school-specific requirements, refer to the Medical School Requirement Website. Most schools require the following:

General Chemistry

Organic Chemistry

Biochemistry

Physics

Biology or Zoology  
(Cell Biology highly recommended)

Algebra and Calculus

English

Psychology

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**Total credits: 51**

Pre-Pharmacy

- SHERRY STRICKLAND, adviser

Pre-pharmacy is a 2-, 3- or 4-year program required for admission to PharmD. Programs. The length of this pre-professional program will depend upon the abilities of the individual student, the pharmacy school of her choice, and her career goals. Pre-pharmacy students need to show a strong aptitude toward the sciences. Since pharmacy schools vary in their admission policies, a student should contact the school of her choice for its requirements.

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test, which does include some questions about human physiology, human anatomy and basic biochemistry.

The total semester hours that must be completed prior to matriculation is 66 hours which includes the following courses:

Required Courses	Hours
Biology	8
General Chemistry	8
Organic Chemistry	8
Microbiology	3
Human Anatomy	3
Human Physiology	3
Economics	3
English Composition	3
English Literature	3
Speech/Verbal Skills/Public Speaking	3
Statistics	3-4
Calculus	3-4
Physics	3-4
Psychology	3
Liberal Arts Electives	9

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test which does include some questions about human physiology, human anatomy and basic biochemistry.

## Pre-Veterinary School

A pre-veterinary medical student can choose any undergraduate major. However, she must fulfill the course requirements for admission to the veterinary schools to which she plans to submit an application. Most veterinary schools list the following requirements.

Required Courses	Hours
Biology/Zoology	8
General Chemistry	8
Organic Chemistry	8
Biochemistry	3-4
Physics	8
English (Composition and Writing)	6
Humanities and Social Sciences	18

\* some schools do not accept AP English credit

Recommended Courses	Hours
Comparative Anatomy	4
Cellular Biology (required at UT)	4
Genetics (required at NC State)	4
Microbiology (required at NC State)	4
Animal Nutrition (not Human) (required at NC State)	3

Statistics (required at NC State)

3

To Be a Competitive Applicant, A Student Must Meet the Following Eligibility Requirements:

- Cumulative GPA: At least 3.5
- Required Course GPA: At least 3.5
- Last 45 Credit Hours GPA: At least 3.5

The student should also demonstrate, with proper documentation, an understanding of the veterinary medical profession and proper animal care through internships or volunteer works in a veterinary clinic. Some students gain experience by participating in research, breeding, rearing, feeding and showing of both small and large animals, domestic or wildlife. Most veterinary schools require a minimum number of hours of veterinary experience under direct supervision of a veterinarian at the time of application. In addition, participation in undergraduate research, independent studies, athletics, honors program, active involvement in extracurricular activities, and leadership roles in school organizations are also taken into account. Applicants are also required to take the GRE (Verbal, Quantitative, and Writing Components).

A student interested in veterinary programs should consult with the pre-health professions adviser to plan her curriculum to meet these requirements. The following website provides information about specific admission requirements at each US Veterinary School. [www.aavmc.org](http://www.aavmc.org).

## Applying to Veterinary School

For information on the application process, deadlines and other requirements, please consult the Veterinary Medical College Application Service (VMCAS) website.

## Business Administration

### Department of Economics, Accounting, and Business

- AMY E. COX, chair
- BILAL CELIK
- RIAHEEN FARZANA

- MADELYN V. YOUNG

## Mission

The mission of the Economics, Accounting and Business department is to offer students the high quality education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers five concentrations: finance, human resource management, international business, marketing, and sports management. The department assists students who wish to pursue graduate education for entrance to and successful completion of graduate school.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

## Major and Minor GPA Calculation for Economics, Accounting and Business Department

A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

Bachelor of Arts with an Economics major, Bachelor of Science with an Economics major, Economics minor, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

## Business Administration

The mission of the Business Administration program at Converse is to prepare students to succeed in employment or graduate study.

Students earning the Bachelor of Arts or Science in every concentration will achieve the following program level-student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing.
2. Students will evaluate and analyze data to solve problems and make business and financial decisions.
3. Students will demonstrate fundamental knowledge of the functional areas of business.
4. Students will apply knowledge and solve problems in the area of their concentration.

Students majoring in business administration are encouraged to select a second major or a minor.

Students majoring in business with a concentration in finance, international business, human resource management, marketing or sports management can double major in economics or minor in economics. Students majoring in accounting cannot minor in business administration. Students who major or minor in business administration should complete their GEP math requirement during their freshman year. It is recommended that MTH 108 be chosen to fulfill this requirement. Students are also encouraged to take HPE 124: *Beginning Golf* as their GEP activity course requirement. Business majors planning to take the GMAT or GRE during their senior year are encouraged to take ECN 300 and ECN 304 during their junior year.

### Bachelor of Arts Degree Completion Program

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

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

**Type:** Bachelor of Arts, BA

#### Orientation

- Orientation to Online Learning/Introductory Course

### Core Requirements

Item #	Title	Credits
BAD 206	BUSINESS COMMUNICATION	3
CSC 208	DATA FOR BUSINESS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
ACC 375	FINANCIAL STATEMENT ANALYSIS	4
ECN 304	DECISION ANALYTICS FOR BUSINESS	4
BAD 450	STRATEGIC MANAGEMENT: REAL WORLD CASES IN BUSINESS	3
ECN 400	SENIOR SEMINAR	3

### Minimum Hours for Admission

### Business and Profession Career Elective Hours

### Electives

May be chosen from business or non-business:

<b>Total credits:</b>	<b>120</b>
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### Bachelor of Arts with a Business Administration Major

A student majoring in business administration must complete a core curriculum, which consists of the following:

**Type:** Bachelor of Arts, BA

## Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
	ACC 375 or FIN 370	4
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
	BAD 351, 352, or 353	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
ECN 304	DECISION ANALYTICS FOR BUSINESS	4
ECN 400	SENIOR SEMINAR	3

## Concentration Selection

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

### International Business Concentration

Business Administration majors with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

Item #	Title	Credits
ECN 323	ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES	3
ECN 327	INTERNATIONAL ECONOMICS	3
BAD 443	INTERNATIONAL MARKETING	3
	Business Administration Selection	3

### Marketing Concentration

Item #	Title	Credits
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
BAD 442	MARKETING RESEARCH	4
	Marketing Selection	3-4

## Human Resource Management Concentration

- Students must take either BAD 351 OR BAD 352 to fulfill the Business Administration Required Course section requirement. BAD 353 is required for the Human Resource Concentration
- In addition to the required courses listed below, the department strongly recommends that students concentrating in human resource management take the following courses if available. The material in these courses further enhances the student's knowledge about bureaucratic organizations and the workplace.
  - SOC 245: Sociology of Work
    - (Upon approval from the department chair, students may substitute SOC 245: Sociology of Work for PSY 232: Psychology of the Workplace)
  - SOC 250: Occupations and Professions
  - SOC 260: Complex Organizations

Item #	Title	Credits
BAD 353	LABOR AND HUMAN RELATIONS LAW	3
ECN 326	LABOR ECONOMICS	3
ECN 331	PERSONNEL ECONOMICS FOR MANAGERS	3
PSY 232	PSYCHOLOGY IN THE WORKPLACE	3

## Sports Management

Item #	Title	Credits
BAD 348	SPORTS MARKETING	3
ECN 349	SPORTS ECONOMICS AND FINANCE	3
BAD 499	BUSINESS ADMINISTRATION INTERNSHIP	1-6
	Sports Management Selection	3-4
<b>Total credits:</b>		<b>48-49</b>

## Bachelor of Arts with a Healthcare Administration Major

The major in Healthcare Administration (HCA) is designed for students in the expanding and increasingly complex healthcare management field. The program goes beyond traditional business administration studies to include challenging courses focused on healthcare

management topics. Students will also explore the field through internships and capstone experiences which will further prepare students for careers or graduate study.

Students majoring in HCA will be exposed to many aspects of the changing healthcare environment, such as policy, regulations, ethics, technology, and delivery systems. Association and interaction with faculty and with professionals in the healthcare industry will help prepare majors for careers in the fast-paced field.

The mission of the Healthcare Administration program at Converse is to prepare students for employment in the healthcare administration industry or entrance to graduate school.

Students earning a Bachelor of Arts with a major in Healthcare Administration will achieve the following program level student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing
2. Students will evaluate and analyze data to solve problems and make business and financial decisions in a healthcare context.
3. Students will demonstrate fundamental knowledge of the functional areas of business.
4. Students will analyze general ethical and legal issues within a healthcare administration context.

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
ECN 380	HEALTHCARE ECONOMICS AND POLICY	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
BAD 340	MARKETING PRINCIPLES	3
HCA 206	HEALTHCARE COMMUNICATIONS	3
HCA 230	INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP	3
HCA 350	HEALTHCARE DELIVERY SYSTEMS	3
HCA 360	INFORMATICS AND TECHNOLOGY	3
HCA 430	COMMUNITY AND POPULATION HEALTH	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
HCA 470	HEALTHCARE FINANCE AND ACCOUNTING	3
HCA 471	FACILITY PLANNING AND THE ENVIRONMENT OF CARE	3
HCA 499	HEALTHCARE INTERNSHIP	3-6
<b>Total credits:</b>		<b>49-52</b>

### Bachelor of Science with a Business Administration Major

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

**Type:** Bachelor of Science, BS

## Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
FIN 370	BUSINESS FINANCE	4
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
	BAD 351, 352, or 353	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
ECN 304	DECISION ANALYTICS FOR BUSINESS	4
ECN 400	SENIOR SEMINAR	3

## Finance Concentration

Item #	Title	Credits
FIN 321	MONEY AND FINANCIAL INSTITUTIONS	3
FIN 372	ADVANCED BUSINESS FINANCE	3
	MTH 115 or 120	4
	Finance Selection	9-11
<b>Total credits:</b>		<b>55-57</b>

## Business Professionalism Certificate Program

Students in all majors increasingly need to demonstrate professionalism in order to obtain jobs. The Business Professionalism Certificate is open to all Converse students who have declared any major at Converse.

### Certificate requirements:

Students who have declared any major at Converse may enroll in the program. In addition to an internship and coursework, students complete a portfolio of activities, and after completion of all the requirements to satisfactory standards is verified, they will receive a certificate.

### Certificate requirements:

**Type:** Certificate

## Internship

## Requirements

- Submission of Professional E-Portfolio

Item #	Title	Credits
CON 101	CAREER EXPLORATION AND PLANNING	1
CON 102	FROM STUDENT TO PROFESSIONAL: JOB SEARCH STRATEGIES	1

## Coursework Selection

Choose two courses from the following:

- Other courses may be added with the approval of the chair of the Economics, Accounting and Business department, or their designated representative.

Item #	Title	Credits
ECN 191	APPLICATIONS OF EXCEL IN ECONOMICS	1
ACC 191	APPLICATIONS OF EXCEL IN ACCOUNTING	1
BAD 191	APPLICATIONS OF EXCEL IN BUSINESS ADMINISTRATION	1
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
BAD 206	BUSINESS COMMUNICATION	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
CSC 208	DATA FOR BUSINESS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
FIN 200	PERSONAL FINANCE	4
POL 303	SOCIAL STATISTICS	4
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>11</b>

## Business Administration Minor

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



**Type:** Minor

### Required Courses

Complete the following:

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
	ACC 375 or FIN 370	4

### Elective

- One other 300- or 400-level course in Accounting, Economics, Business Administration, or Finance (3 credit hours)
  - (Note: Internship courses do not fulfill this requirement)

**Total credits: 25**

### Healthcare Administration Minor

The Healthcare Administration minor will expose students to the basics of the healthcare administration field and how the provision of healthcare services affects not only patients but also patients' families, insurance companies, communities, and national policy. Legal and ethical issues and healthcare policy issues are also part of the minor. The minor is an excellent way to increase student employability and understanding of the relationship between the provision of healthcare services and those members of the community receiving healthcare services.

The Healthcare Administration minor is comprised of 21 credit hours of coursework including the following:

**Type:** Minor

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
HCA 206	HEALTHCARE COMMUNICATIONS	3
HCA 230	INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP	3
HCA 350	HEALTHCARE DELIVERY SYSTEMS	3

### Selection

Choose three courses from the following:

Item #	Title	Credits
ECN 380	HEALTHCARE ECONOMICS AND POLICY	3
HCA 360	INFORMATICS AND TECHNOLOGY	3
HCA 430	COMMUNITY AND POPULATION HEALTH	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
HCA 470	HEALTHCARE FINANCE AND ACCOUNTING	3
	<b>Total credits:</b>	<b>21</b>

### Marketing Minor

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

**Type:** Minor

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
BAD 340	MARKETING PRINCIPLES	3
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
ART 124	GRAPHIC DESIGN I	3

## Selection

Choose one of the following:

Item #	Title	Credits
BAD 443	INTERNATIONAL MARKETING	3
BAD 442	MARKETING RESEARCH	4
BAD 347	PROFESSIONAL SELLING	3-4
BAD 330	MANAGEMENT	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
THR 120	PUBLIC SPEAKING	3
DES 282	INTRODUCTION TO INTERIOR DESIGN	3

## Elective

One other 300 or 400 level course in Economics or Business Administration (Note: Internship courses do not fulfill this requirement.)

**Total credits: 24-25**

## Social Entrepreneurship

- MADELYN YOUNG, adviser

This interdisciplinary minor in Social Entrepreneurship is for students of all majors who are interested in learning how to create and maintain social enterprises in the context of making a broader contribution to society. Coursework covers social entrepreneurship, best practices in public and private sectors, and the knowledge required to start a business with a social mission. Social entrepreneurship minors are required to take the introductory course (BAD203) that analyzes social enterprise models and studies the fundamentals of entrepreneurship. Through the elective offerings, students have the option to tailor coursework to their academic interests and professional aspirations. Students completing a Social Entrepreneurship minor are required to participate in at least one Sullivan Foundation Social Entrepreneurship Retreat Weekend, held in the fall and spring, throughout their time at Converse.

The minor consists of 18 – 21 hours to include the following:

**Type:** Minor

## Required Courses

Item #	Title	Credits
BAD 203	SOCIAL ENTREPRENEURSHIP	3
BAD 340	MARKETING PRINCIPLES	3

## Management Requirement

Choose from the following:

Item #	Title	Credits
BAD 330	MANAGEMENT	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3

## Economics Requirement

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3

## Economics Selection

Choose one of the following (or approved substitute/transfer course):

Item #	Title	Credits
ECN 150	ECONOMIC CONCEPTS	3
CON 214	EXPERIENTIAL LEARNING	0-6

## Elective

Choose one of the following:

Item #	Title	Credits
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ECN 323	ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 327	INTERNATIONAL ECONOMICS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
PHI 200	PHILOSOPHICAL ETHICS	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 232	PSYCHOLOGY IN THE WORKPLACE	3
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>18-19</b>

## Career and Pre-Professional Programs

The programs presented in this section have been created to help students relate their liberal arts education to career goals. Their general characteristics are explained in the chapter titled "Academic Life." While it is necessary to point out that the success of students in gaining employment or admission to graduate school depends most of all upon their own initiative, talents, and efforts, many of our students find these career-oriented programs to be helpful in identifying their own objectives, gaining practical experience, and realizing their career ambitions.

Career programs are those that provide prerequisite training for a particular career that may be entered immediately after graduation or after further study. They are groups of courses that do not constitute a major. Majors (such as accounting, business administration, interior design, and education) that provide this kind of training are described in the departmental courses of study. Pre-professional programs are those that provide prerequisite training for graduate study leading to a professional degree. Internships, some of which are included in these programs, are described in the departmental course listings, and further information may be obtained from the department. See also the Guidelines for Internships, available from the Center of Student Development and Success.

### Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

## Business Professionalism Certificate Program

Students in all majors increasingly need to demonstrate professionalism in order to obtain jobs. The Business Professionalism Certificate is open to all Converse students who have declared any major at Converse.

### Certificate requirements:

Students who have declared any major at Converse may enroll in the program. In addition to an internship and coursework, students complete a portfolio of activities, and after completion of all the requirements to satisfactory standards is verified, they will receive a certificate.

### Certificate requirements:

**Type:** Certificate

## Internship

### Requirements

- Submission of Professional E-Portfolio

Item #	Title	Credits
CON 101	CAREER EXPLORATION AND PLANNING	1
CON 102	FROM STUDENT TO PROFESSIONAL: JOB SEARCH STRATEGIES	1

## Coursework Selection

Choose two courses from the following:

- Other courses may be added with the approval of the chair of the Economics, Accounting and Business department, or their designated representative.

Item #	Title	Credits
ECN 191	APPLICATIONS OF EXCEL IN ECONOMICS	1
ACC 191	APPLICATIONS OF EXCEL IN ACCOUNTING	1
BAD 191	APPLICATIONS OF EXCEL IN BUSINESS ADMINISTRATION	1
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
BAD 206	BUSINESS COMMUNICATION	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
CSC 208	DATA FOR BUSINESS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
FIN 200	PERSONAL FINANCE	
POL 303	SOCIAL STATISTICS	4
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>11</b>

## Pre-Dentistry

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information..Required prerequisite courses for prospective dental students generally include:

Majoring in science is not a must, but completion of pre-dental science requirements is necessary. Take the DAT (<http://www.ada.org/en/education-careers/dental-admission-test>) at least a year prior to seeking admission to dental school. Completion of at least one year of college level courses in biology, general chemistry and organic chemistry is recommended before taking the

DAT. Dental office shadowing experience is highly recommended.

Early application to the dental school is important. Apply for admission at least a year in advance of the planned enrollment date. Information on application deadlines and application forms can be obtained at the following website: <http://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>.

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information. Required prerequisite courses for prospective dental students generally include:

General Chemistry

Organic Chemistry

Physics

Biology or Zoology

English

Mathematics

Science Electives

- Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology, etc.

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**Total credits: 52**

Pre-Health Professions

- EDNA STEELE, adviser

Department of Biology, Chemistry and Physics Pre- Health Professions Programs are designed to assist students planning to attend medical, dental, and veterinary schools. They also assist students who have interests in physical therapy, occupational therapy, physician assistant programs and other health-oriented careers. Students are provided assistance in course

selection so as to tailor their academic experience to the requirements of the various programs. Students are also encouraged to participate in related internship experiences.

These programs are not majors. Although most pre-health professions students major in biology, chemistry, or biochemistry, these programs are open to students with any major. The programs do not appear on a student's academic record. Students in these programs seek the advice of the adviser or someone designated by the adviser, and they research the entrance requirements for specific programs.

Pre-Law

- JEFFREY J. POELVOORDE, adviser

Department of History and Politics Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, history, politics, philosophy, religion, sociology or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the pre-law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions that have proven to be good preparation in the past.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
	PHI 100 or 180	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
HST 201, 202	AMERICAN HISTORY	

Recommended Upper Division courses to be taken sophomore through senior years:

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history, economics, etc; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 335	CONSTITUTIONAL LAW	3
POL 448	PUBLIC ADMINISTRATION	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
HST 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
BAD 351	AMERICAN LEGAL SYSTEM AND CONTRACTS	3
BAD 352	BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW	3
BAD 353	LABOR AND HUMAN RELATIONS LAW	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 326	LABOR ECONOMICS	3
	BAD/ECN 300 or POL 303	3
<b>Total credits:</b>		<b>45</b>

Pre-Medicine

Science courses should include laboratory work.

Honors, independent study, a well-rounded sampling of extra curricular activities, and research work are highly encouraged as these activities demonstrate scholarly, in-depth, and lifelong learning skills. Additional upper-level biology and chemistry coursework is recommended, as it will help to prepare the student for the Medical College Admission Test (MCAT). It is desirable to have the required coursework completed at the end of the junior year, and to take the entrance exams during the summer between the junior and senior year. For admission, both the GPA and MCAT scores are critical. Clinical experience through either internships or volunteer work is also highly recommended.

Early application to medical school is important. Information on application deadlines and application forms the following website: <https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/deciding-where-apply/medical-school-admission-requirements/>

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. The required courses vary depending on the school. To find school-specific requirements, refer to the Medical School Requirement Website. Most schools require the following:

General Chemistry

Organic Chemistry

Biochemistry

Physics

Biology or Zoology

(Cell Biology highly recommended)

Algebra and Calculus

English

Psychology

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**Total credits: 51**

## Pre-Ministry

- JASON LOSCUITO, adviser, College Chaplain

Students who are considering careers in ministry are encouraged to take a broad range of courses, especially within the various disciplines of the humanities. A major in religion is not usually a prerequisite for admission to a divinity school or seminary. Some basic courses in the study of religion, however, may provide helpful background. The chaplain is available to meet with any student considering such a career to discuss her own sense of calling to this vocation and to help her get in touch both with other pre-ministry Converse students as well as people from the community who may be of help in clarifying the appropriate steps toward such a career.

At the end of their years at Converse, students considering a vocation in ministry should have a clearer idea regarding their own sense of “calling to the ministry” as well as practical guidance and information necessary to determine what the next step might be for them. To accomplish this, the chaplain will:

1. meet with individuals and groups of students to discuss the meaning of calling to ministry, as well as the practical aspects of ministry and the different forms that ministry may take.
2. attempt to ensure that students who are considering ministry have been placed in touch with other students who are considering the same profession and with religious leaders from their own faith communities who are equipped to guide them in the particular process required by their faith community to move toward a career in ministry.
3. work with Professional Development to ensure that there are opportunities for Converse students to meet and talk with other people, but particularly women, who are presently engaged in ministry and to provide religion internships for those who want to explore the possibility of this profession in a more in- depth and structured manner.
4. arrange for the return to campus of ordained alumnae who will serve as role models for Converse students as they lead campus worship.
5. work with other members of the Department of Religion, as well as representatives of

various faith communities, to inform students about the opportunities available at various seminaries and divinity schools.

## Pre-Occupational Therapy

Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs. It is also to student's advantage to research the field of occupational therapy (OT) through internships or volunteer work. Some schools give credit to applicants who have completed a minimum of 30 hours of volunteer/work experience in OT with proper documentation of service and performance completed and signed by the supervising OT practitioner.

Requirements for admission to the occupational therapy program vary. Students will need to contact individual programs for their specific requirements. To apply for entry-level Master or Doctor of Occupational Therapy, the student should have completed the following general education requirements: English, Mathematics, Introductory Biology, and Humanities courses. The following prerequisite courses must be completed by the application deadline:

- Science courses should include laboratory work

Statistics

Chemistry

Physics

Biology

Human Anatomy

Human Physiology

General Psychology

Human Growth and Development

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**Total credits: 41**

## Pre-Pharmacy

- SHERRY STRICKLAND, adviser

Pre-pharmacy is a 2-, 3- or 4-year program required for admission to PharmD. Programs. The length of this pre-professional program will depend upon the abilities of the individual student, the pharmacy school of her choice, and her career goals. Pre-pharmacy students need to show a strong aptitude toward the sciences. Since pharmacy schools vary in their admission policies, a student should contact the school of her choice for its requirements.

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test, which does include some questions about human physiology, human anatomy and basic biochemistry.

The total semester hours that must be completed prior to matriculation is 66 hours which includes the following courses:

Required Courses	Hours
Biology	8
General Chemistry	8
Organic Chemistry	8
Microbiology	3
Human Anatomy	3
Human Physiology	3
Economics	3
English Composition	3
English Literature	3
Speech/Verbal Skills/Public Speaking	3
Statistics	3-4
Calculus	3-4
Physics	3-4
Psychology	3
Liberal Arts Electives	9

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test which does include some questions about human physiology, human anatomy and basic biochemistry.



## Pre-Physician Assistant

Requirements for admission to the physician assistant program vary. Students will need to contact individual programs for their specific requirements. A baccalaureate degree obtained from accredited institution of higher education is required prior to matriculation. Health care experience is recommended and in some cases required. In addition, some programs require direct patient care while others accept shadowing health care professionals. Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs, although most programs report 3.5 average GPA. The American Academy of Physician Assistants maintains a website [aapa.org](http://aapa.org) that explains the profession, career opportunities and programs offered in the United States of America. Applicants to the program are generally required to complete the following prerequisite courses prior to admission:

- Science courses should include laboratory work

Statistics or Biostatistics

General Chemistry

Organic Chemistry or Biochemistry

Biology

Human Anatomy

Human Physiology

Microbiology

Medical Terminology

Human Growth and Development

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**Total credits: 34**

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## Pre-Veterinary School

A pre-veterinary medical student can choose any undergraduate major. However, she must fulfill

the course requirements for admission to the veterinary schools to which she plans to submit an application. Most veterinary schools list the following requirements.

Required Courses	Hours
Biology/Zoology	8
General Chemistry	8
Organic Chemistry	8
Biochemistry	3-4
Physics	8
English (Composition and Writing)	6
Humanities and Social Sciences	18

\* *some schools do not accept AP English credit*

Recommended Courses	Hours
Comparative Anatomy	4
Cellular Biology (required at UT)	4
Genetics (required at NC State)	4
Microbiology (required at NC State)	4
Animal Nutrition (not Human) (required at NC State)	3
Statistics (required at NC State)	3

To Be a Competitive Applicant, A Student Must Meet the Following Eligibility Requirements:

- Cumulative GPA: At least 3.5
- Required Course GPA: At least 3.5
- Last 45 Credit Hours GPA: At least 3.5

The student should also demonstrate, with proper documentation, an understanding of the veterinary medical profession and proper animal care through internships or volunteer works in a veterinary clinic. Some students gain experience by participating in research, breeding, rearing, feeding and showing of both small and large animals, domestic or wildlife. Most veterinary schools require a minimum number of hours of veterinary experience under direct supervision of a veterinarian at the time of application. In addition, participation in undergraduate research, independent studies, athletics, honors program, active involvement in extracurricular activities, and leadership roles in school organizations are also taken into account. Applicants are also required to take the GRE (Verbal, Quantitative, and Writing Components).

A student interested in veterinary programs should consult with the pre-health professions adviser to plan her curriculum to meet these requirements. The following website provides

information about specific admission requirements at each US Veterinary School. [www.aavmc.org](http://www.aavmc.org).

### Applying to Veterinary School

For information on the application process, deadlines and other requirements, please consult the Veterinary Medical College Application Service (VMCAS) website.

## Carroll McDaniel Petrie School of Music

- CHRIS VANEMAN, Director
- VALERIE MACPHAIL Assistant Director
- DAVID BERRY
- LIZ EGGERDING
- STEVEN GRAFF
- PATRICIA S. FOY
- KEITH JONES
- SUSANA LALAMA
- COURTNEY LEBAUER
- SUSAN LYLE
- SIEGWART REICHWALD
- SCOTT ROBBINS
- MILDRED ROCHE
- CAROL SHULTIS
- KELLY VANEMAN

## Department Programs

- Music Education
- Music Therapy
- Music Theory and Composition
- Music Media
- Music History and Literature
- Music Business
- Performance Studies
- Ensembles and Chamber Music
- Private Lessons

## Accreditation

The Petrie School of Music is a charter member of the National Association of Schools of Music (NASM) and has been continuously granted accreditation. All degree programs are approved by NASM. The College has attained CAEP accreditation for all professional education programs. Students who fulfill the requirements of the music education degree can meet the certification requirements for teachers in South Carolina as well as several other states. The music therapy program is accredited by the American Music Therapy Association.

## Mission

The mission of the Petrie School of Music is to provide a comprehensive program that meets the needs of the following:

1. students who wish to prepare for careers in the music field;
2. students who wish to enhance their liberal arts studies through courses in music;
3. citizens of Spartanburg and the region who look to the College for education and enrichment opportunities through music and the other arts.

The Petrie School of Music is characterized by: quality academic programs;

1. innovative interdisciplinary programs;
2. a dynamic internal and external internship program;
3. international research and performance by students and faculty;
4. leadership and interaction with external constituents;
5. programs enhanced by technology.

## Degree Programs

The Petrie School of Music offers the professional Bachelor of Music degree, the Bachelor of Musical Arts degree and the Bachelor of Arts degree. Bachelor of Music degrees are conceived as intensive preparations for careers in music. The Bachelor of Arts degree is designed for students who wish to combine music study with more broad-based studies in the arts and sciences, perhaps even leading to a second major or minor. Alternative career options are made available through unique programs designed to meet the interests and goals of students.

A minor in music is available for students pursuing a non-music major. A Certificate in Music Business and Technology is available to music and non-music majors while a performance certificate is available for music majors in Music Education, Music Therapy or Music Composition and the Bachelor of Arts in Music.

Calculation of GPA for the Bachelor of Music and Bachelor of Arts with a major in music.

The GPA for the Bachelor of Music with a major in Music Education is calculated using all Music courses taken at Converse. Students must have a minimum cumulative GPA of 2.75 to enter the

Teacher Education Program and a minimum GPA of 2.0 in Converse music courses and in the Converse cumulative GPA to graduate.

The GPA for all Bachelor of Music with Performance majors, the Bachelor of Music with a Composition major, the Music Therapy major, the Bachelor of Musical Arts in Contemporary Music (Media Applications), the Bachelor of Arts with a music major, as well as the Music Minor, and all Music Certificate programs is calculated using all music courses taken at Converse. Students must have a minimum GPA of 2.0 in all Converse Music courses to graduate.

## Admission

Enrollment in all undergraduate programs at Converse College is open only to women. To be admitted to the Petrie School of Music, a prospective student must satisfy the admission requirements of Converse College and pass a performance audition. Prospective students are encouraged to visit the campus for an interview and audition. A recording may be submitted in lieu of an audition if circumstances prohibit a live audition.

All students must audition. Non-keyboard instrumentalists are encouraged to audition with an accompanist (recorded accompaniment is not permitted). Composition majors must also submit examples of original compositions; Bachelor of Musical Arts candidates may use a combination of the audition procedures. Students may be asked to sight-read during the audition.

### Audition requirements:

- **Piano:** Two pieces, memorized, from contrasting style periods.
- **Organ:** Two pieces from contrasting style periods.
- **Voice:** Three solos, memorized, from contrasting style periods. One selection should be in Italian.
- **Strings:** Two solos from contrasting style periods. Memorization is encouraged, but not required.
- **Winds:** Two solos in contrasting styles.
- **Percussion:** Percussionists should provide their own sticks, mallets, and music. Performance on two of the following areas is required:
  - **Snare drum:** Rudiments and a prepared solo or etude.
  - **Timpani:** Two solos in contrasting styles.

- **Marimba:** Major scales and arpeggios, two solos in contrasting styles.
- **Composition:** Examples of original compositions are submitted to faculty for review Bachelor of Musical Arts in Contemporary Music (Media Applications) may present examples of original compositions.

## Music Therapy

A student auditioning for the Music Therapy major must complete TWO individual auditions. One of the auditions should be performed in one of the above instruments and must satisfy all of the audition requirements for that instrument or voice. The prospective music therapy student must also complete an interview with the Coordinator of Music Therapy and sing a memorized popular song while accompanying herself on either piano or guitar.

## Faculty

Faculty members in the Petrie School of Music are teacher/artists committed to quality teaching and continued performance. They are in demand as solo recitalists, members of chamber and large ensembles, conductors, and clinicians. Faculty members are also active in research.

## Advisers

Upon enrolling at Converse College, students in the Petrie School of Music are assigned a freshman mentor. By the end of the freshman year, the student is assigned an adviser who will work with her for the remaining years of her degree program. Normally, the adviser is in the student's major area of music (e.g. major instrument, music education, music therapy, etc.) The role of the adviser is to facilitate the student's completion of an academic program. Although every effort will be made to provide assistance, it is the ultimate responsibility of the student to satisfy all degree requirements.

## Course Offerings

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

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

Courses are offered in a sequence. Courses are offered every term, once a year, or once every two years. In collaboration with advisers, students must carefully select courses when offered. Normally, courses will be offered only when scheduled. Music majors are required to earn grades of C- or higher in all core music history, music theory and piano classes (see course descriptions) in order to advance to higher levels. In addition, a grade of C- or better must be earned in all major courses leading to specific music degrees.

Fees for Performance Studies courses are not refundable after the College drop-add period.

## Advanced Placement

Advanced Placement credit is available in Music Theory based on CEEB Advanced Placement tests. Students with a minimum score of four receive credit for MUT 101.

Students wishing to receive additional theory credit do so by taking the diagnostic exam administered by the Petrie School of Music during the summer before matriculation (this applies even to those having Advanced Placement credit); further exemption testing may be required.

## Freshman Seminars

All freshman music students are required to enroll in a freshman year seminar class. MUH 125: Music History I serves as the freshman seminar class for most music students.

## Honors in Music

Honors recognition in music is available to students of high achievement. Students should consult the Petrie School of Music Student Handbook for guidelines.

## Transfer Students

To be eligible for the bachelor's degree with a major in music, the student must complete not less than the last 42 semester hours of coursework at Converse.

Credit in performance studies is determined by the standards established in the Petrie School of Music. For students majoring in performance, credit for previous study is determined by audition with the faculty, either at the time of

registration or with the approval of the Head of the Petrie School of Music, during the first term of study at Converse.

Placement examinations in music history and theory are normally required to determine whether equivalent standards have been met. Credit toward graduation is not given for courses taken to satisfy deficiencies.

The application of transferred music credits to the Converse degree program remains tentative until all auditions and examinations have been satisfactorily completed.

For students transferring to Converse, all coursework attempted prior to enrollment at Converse will be evaluated to determine if the coursework is eligible to be transferred. Only coursework taken at Converse will be used to determine the cumulative grade point average. If these admission requirements are not met, the student may be denied admission to the Petrie School of Music. A student who does not meet the entry requirements is advised to declare another major.

Students transferring to Converse with fewer than 24 credit hours will be required to enroll in a freshman seminar course.

## Facilities

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the southeastern United States. Daniel Recital Hall, a 340-seat hall, is also located in Blackman. Large scale performances are presented in Twichell Auditorium, an excellent 1500-seat concert hall which serves not only the School of Music and the College, but also the upstate region. The collection of music books and recordings is housed on the first floor of the Gwathmey Wing within the Mickel Library. This 50,000 volume resource is supervised by professional library staff.

## Music for the Non-Major

Academic courses in the Petrie School of Music are open to all Converse students regardless of major or area of study. Courses which have prerequisites are identified in the Courses of Instruction.

The Petrie School of Music offers music courses which may be used to satisfy the Fine Arts Requirement in the College's General Education Program.

Performance studies (private lessons) are available for all Converse students, subject to the approval of the Head of the School of Music. Enrollments are limited by available resources. There is an additional fee for private lessons above the cost of tuition.

Music ensembles are open to all students based upon audition and approval of the ensemble director.

## Brevard Music Center

Students in good standing in an accredited college, or students who have been accepted for admission to an accredited college, may enroll for Converse College credit in the Advanced Division of the Brevard Music Center, Brevard, North Carolina. Brevard offers a summer session of six weeks in which the normal workload for students taking credit consists of one course, private lessons, and their major ensemble. Any exception must be approved by the Center's Education Director.

## Lawson Academy of Arts

The mission of the Alia Lawson Academy of the Arts is to welcome the community to the arts experience through instruction and creative participation in music, dance, and drama. The program is open to all ages and the curriculum includes special activities for the young child. Activities take place at the Academy located in the wing of Twichell Auditorium and in Blackman Music Hall.

The Alia Lawson Academy of the Arts is accredited by the National Guild of Community Schools of the Arts and holds membership in the South Carolina and National Federation of Music Clubs. The philosophy is focused toward providing programs of high quality, low cost, and deep commitment to life- enrichment and development.

## Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student

in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

### Arts Management

- MARY CARLISE, coordinator

#### Mission Statement

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

#### Student Learning Outcomes

Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.

Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.

Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.

Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

**Type:** Minor

Required Courses

- Complete three classes from the diverse departments

Item #	Title	Credits
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ATM 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ACC 211	ACCOUNTING PRINCIPLES I	3

Department of Art and Design

Choose at least one of the following:

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ART 101	STUDIO ART APPRECIATION	3
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3

Department of Theatre and Dance

Choose at least one of the following:

Item #	Title	Credits
DAN 190	HISTORY OF DANCE	3
THR 100	INTRODUCTION TO THEATRE	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3

Petrie School of Music

Choose at least one of the following:

Item #	Title	Credits
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
<b>Total credits:</b>		<b>24</b>

Bachelor of Arts with a Music Major

Student Learning Outcomes

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will advocate for their art and themselves as artists.

**Type:** Bachelor of Arts, BA

## Required Courses

- MUH 100: 6 terms
- MUA 101: Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

Item #	Title	Credits
	Ensemble (4 terms)	4
	MUA 100 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (5)	5
	MUA 300 (5)	5
MUA 485	SENIOR PROJECT	0
MUH 100	CONCERT ATTENDANCE	0
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1

## Recommended Coursework

One of the following is strongly recommended for all voice students.

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	2
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2

## Required General Education

Language and Culture (through 201 level of language)	9 hours
MTH 108 or higher	3 hours
Activity course from PE or Dance	1-2 hours
Humanities (2 different areas)	6 hours
Literature	3 hours
Natural Science (2 courses from 2 different disciplines)	7-8 hours
Social Sciences (2 courses in different areas)	6 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see [GEP requirements in this catalog](#).*

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

- A second major or a minor is recommended

**Total credits: 120**

## Bachelor of Music with a Composition Major

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles, forms, notations and mediums.
2. Students will be able to demonstrate fluency in current notation and composition technology.
3. Students will be able to demonstrate the ability to work with performers towards performance of composition.

**Type:** Bachelor of Music, BM



## Required Courses

- Composition Majors who exempt Class Piano requirements should replace those credits with applied study in a different performing area.

Item #	Title	Credits
	Ensembles (8 Terms)	8
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Music History Selection

Complete one of the following:

Item #	Title	Credits
MUH 331	MUSIC OF THE ROMANTIC ERA	3
MUH 333	MUSIC OF THE TWENTIETH CENTURY	3
MUH 441	MUSIC OF THE MIDDLE AGES AND RENAISSANCE	3
MUH 443	MUSIC OF THE BAROQUE AND CLASSIC ERAS	3

## Music Theory Requirements

- Composition Majors take either MUT 181-183 or MUT 353.

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 381	MUSIC COMPOSITION	2
MUT 383	MUSIC COMPOSITION	2
MUT 410	SENIOR RECITAL, MUSIC COMPOSITION	0
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 481	MUSIC COMPOSITION	3
MUT 483	MUSIC COMPOSITION	3

## Music Media Selection

Complete one of the following:

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Conducting

Item #	Title	Credits
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Electives

## Required Experimental Learning

Choose one of the following:

Item #	Title	Credits
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6
MUT 470	DIRECTED INDEPENDENT STUDY	1-3

## Required Courses in General Education Program

Language and Culture 101, 102, and 201	9 hours
One course designated as Quantitative reasoning	3-4 hours
HPE 1-2 hour activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Math or Science Elective	3-4 hours

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

<b>Total credits:</b>	<b>120</b>
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## Bachelor of Music with a Contemporary Music Major

### Media Applications

This program incorporates creativity, performance and media applications. It consist of course work in music, a multidisciplinary core featuring internships, courses in entrepreneurship and media applications.

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles and mediums.
2. Students will be able to demonstrate knowledge of relevant historical and promotional practices.
3. Students will be able to demonstrate the ability to perform and work with performers towards performances of compositions.

**Type:** Bachelor of Music, BM

## Required Courses

Item #	Title	Credits
MEN 115	CREATIVE MUSIC ENSEMBLE	8
MUA 100	Performance Studies	4
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Contemporary Repertories

Item #	Title	Credits
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 210	SPECIAL TOPICS IN MUSIC	3

## Music Theory Requirements

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 291	COMPOSING WITH ELECTRONIC MEDIA	2
MUT 293	COMPOSING FOR FILM AND VIDEO GAMES	2

## Music Media

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Multidisciplinary Arts Core

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
	FYS 125: Art	3

## Digital Media

Choose from the following:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ART 224	GRAPHIC DESIGN II	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 235	WEB APPLICATIONS I	3
CSC 355	COMPUTER GRAPHICS	3

## Guided Internship

Choose from the following:

Item #	Title	Credits
MMD 450	MUSIC MEDIA INTERNSHIP	1-6
MUE 450	INTERNSHIP IN MUSIC EDUCATION	1-6
MUH 450	INTERNSHIP IN MUSIC HISTORY	1-6
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6

## Elective in other, non-music arts field

### General Education Requirements

Language and Culture 101, 102, 103	9 hours
Math or Science Elective	3-4 hours
Health and Well-being Wellness (PE or Dance)	2 hours
Humanities Elective	3 hours
Non-Arts Elective	3 hours
Social Science	3 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

<b>Total credits:</b>	<b>123</b>
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## Bachelor of Music with a Music Education Major, Choral

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff.

Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals in either piano or voice.
2. The student will use the piano and or guitar as a tool to play accompaniments and demonstrate music skills and concepts effectively with her voice.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

### Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM	0
MUE 221	INTRODUCTION TO MUSIC EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 353	INTERMEDIATE CONDUCTING: CHORAL TOPICS	2
MUE 423	CHORAL METHODS	3
MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## Instrumental Methods

Choose two of the following:

Item #	Title	Credits
MUE 321	BRASS TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Education Major, Instrumental

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff. Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals of a principal instrument.
2. 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.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies and curriculum development in the creation of lesson plans.
- 4.
5. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

### Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 111.03 Voice	4
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC 3 COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM 0	0
MUE 221	INTRODUCTION TO MUSIC 2 EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 321	BRASS TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 351	FUNDAMENTALS OF 2 CONDUCTING	2
MUE 363	INTERMEDIATE 2 CONDUCTING: INSTRUMENTAL TOPICS	2
MUE 421	INSTRUMENTAL METHODS 3	3

MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Therapy Major

Music therapy is the systematic application of music elements and interventions, facilitated by a certified music therapist in a health care or educational environment, to promote therapeutic change in clients/ students with a wide variety of disabilities and challenges. This professional degree program prepares students to meet entry-level competencies set by the American Music Therapy Association in order to prepare for professional practice in music therapy. Clinical and musical competencies are tracked throughout the program as part of the advising process. Students who successfully complete four years of coursework and a six-month internship at an approved healthcare facility will have met requirements to graduate and become eligible to sit for the national board certification examination administered by the Certification

Board of Music Therapists. Students are advised that additional licensure may be required to practice music therapy in some states.

An audition/interview is required before acceptance into the music therapy program. In order to enter into upper division coursework, and apply for the music therapy internship, students must pass the Functional Music Examinations I and II which are administered prior to enrolling in practicum (MTY and the music therapy internship (MTY 484), respectively. The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to insure that all AMTA competencies have been met.

## Student Learning Outcomes

1. Students will demonstrate musical competence for clinical use.
2. Students will apply music psychology and music therapy research to music therapy clinical work.
3. Students will design and implement music therapy processes for assigned field work populations.

**Type:** Bachelor of Music, BM

## Musicianship

- MUH 100 (6 Terms)

Item #	Title	Credits
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 323	PERCUSSION TECHNIQUES	1

## Musical Performance/Electives

Item #	Title	Credits
	Ensemble (4 terms)	4
MTY 254	MUSIC THERAPY ENSEMBLE	1
	MUA 100 (5)	5
	MUA 200 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MTY 261	PIANO APPLICATIONS IN MUSIC THERAPY	1
MUA 111	VOICE CLASS I	1
MTY 152	GUITAR CLASS I	1
MTY 252	GUITAR CLASS II	1

## Music Therapy/Clinical Foundations

MTY 250, 251, 381-483 and 484 meet experiential learning requirements.

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 250	CLINICAL PROCESSES I	2
MTY 251	CLINICAL PROCESSES II	1
MTY 253	MUSIC THERAPY METHODS AND MATERIALS	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 351	MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS	3
MTY 353	RESEARCH IN MUSIC THERAPY	2
MTY 451	MUSIC THERAPY WITH ADULT POPULATIONS	3
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 484	MUSIC THERAPY INTERNSHIP	3
PSY 204	ABNORMAL PSYCHOLOGY	3
MTY 381	MUSIC THERAPY PRACTICUM	2
MTY 383	MUSIC THERAPY PRACTICUM	2
MTY 481	MUSIC THERAPY PRACTICUM	2
MTY 483	MUSIC THERAPY PRACTICUM	2

## General Education and Other

### Requirements

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3
	MTH 113 or PSY 310	3-4
BIO 105	HUMAN BIOLOGY	4
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5
	HPE Approved Dance or PSY2 281	

### Electives

The following courses are recommended electives:

Item #	Title	Credits
SED 385	AMERICAN SIGN LANGUAGE I	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
<b>Total credits:</b>		<b>131</b>

## Bachelor of Music with a Performance Major, Piano

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM



## Required Courses

Item #	Title	Credits
	MEN 110-180: Ensemble	8
MEN 170 (2)	Accompanying	2
MUA 100 (2)	Performance Studies - Organ	2
	MUA 100 (7)	7
	MUA 200 (7)	7
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 453	PIANO LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 211	PIANO TEACHING PREPARATION	2
MUE 213	ELEMENTARY METHODS IN PIANO TEACHING	2
MUE 301	PIANO TEACHING PROCEDURES I	3
MUE 303	PIANO TEACHING PROCEDURES II	3
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other

### Requirements

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
	Language and Culture 101, 102, 201	9
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
	HPE: One 1- or 2- hour activity course from PE or Dance	1-2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
	Humanities Courses	6

## General Education Program Electives

**Total credits: 124**

## Bachelor of Music with a Performance

### Major, String Instruments

#### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

## Required Courses

Item #	Title	Credits
MEN 110 (4 terms)	CHAMBER ENSEMBLE	4
MEN 130 (8)	CONVERSE SYMPHONY ORCHESTRA	8
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
	MUT Music Theory Courses	6
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## General Education and Other

### Requirements

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
	Language and Culture 101, 102, 201	9
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
	HPE: One 1- or 2- hour activity course from PE or Dance	1-2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
	Humanities Courses	6

### Free Electives

### General Education Program Electives

**Total credits: 124**

## Bachelor of Music with a Performance Major, Voice

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

## Required Courses

Item #	Title	Credits
	MEN 110-180: Ensemble	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 221	INTRODUCTION TO ITALIAN 2 AND ENGLISH DICTION	2
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 401	OPERA WORKSHOP I	1
MUA 403	OPERA WORKSHOP II	1
MUA 475	PETRIE 360: A SELF- MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF- MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Electives (6)	6
MUH 451	SONG LITERATURE	3
MUH 460	OPERA LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC 3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 341	VOCAL PEDAGOGY I	2
MUE 343	VOCAL PEDAGOGY II	2
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## General Education and Other

### Requirements

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
	Four (4) semesters of language credits selected from FRN, GER, ITL	12
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
	HPE: One 1- or 2- hour activity course from PE or Dance	1-2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

### General Education Program Electives

**Total credits: 124**

## Bachelor of Music with a Performance Major, Wind Instruments

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

## Required Courses

- MUA 401, 403, 490, MUE 341 and 343 meet the experiential learning requirement
- 6 terms of MUH 100

Item #	Title	Credits
	Ensembles (8 Terms)	8
	Ensemble (8 terms)	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other Requirements

Language and Culture 101, 102, 201 9 hours  
 HPE Activity course from PE or Dance 1-2 hours  
 General Education Electives 9 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## General Education Program Electives

**Total credits: 124**

## Minor in Music

**Type:** Minor

## Required Courses

- MUH 100: 2 terms
- MUA 100: Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies.
  - Please see the Music Handbook for jury requirements.

Item #	Title	Credits
	Ensembles (2 Terms)	2
MUA 100	Performance Studies	4
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
	Music History Elective	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1

## Music Elective

**Total credits: 23**

## Music History Concentration

This 12-hour concentration is offered as an elective music history concentration for undergraduate music majors pursuing Bachelor of Music or Bachelor of Arts degrees.

The student pursuing the concentration will select four 3-credit music history courses beyond the history core sequence.

Twelve credits to be chosen from the following:

**Type:** Concentration

## Course Selection

\* *Since MUH 475 is a topics course, the course may be repeated for credit.*

Item #	Title	Credits
MUH 299H	INTERDISCIPLINARY HONORS COURSE	3
MUH 451	SONG LITERATURE	3
MUH 453	PIANO LITERATURE	3
MUH 460	OPERA LITERATURE	3
MUH 463	ORCHESTRAL LITERATURE	3
MUH 475	SEMINAR IN MUSICOLOGY	3
MUH 480	DIRECTED INDEPENDENT STUDY	1-3
MUH 601	Bibliography	3
<b>Total credits:</b>		<b>12</b>

## Music Theory Concentration

This 12-hour concentration is offered as an elective music theory concentration for undergraduate music majors pursuing Bachelor of Music or Bachelor of Arts degrees.

The student pursuing the concentration will select four 3-credit music theory courses beyond the theory core sequence (courses at the 300 or 400 level).

Twelve credits to be chosen from the following:

**Type:** Concentration

## Course Selection

- *Although discontinued as a regular offering, the orchestration course remains listed and could be offered, pending demand and faculty availability*
- *Since MUT 475 is a topics course, the course may be repeated for credit.*

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 470	DIRECTED INDEPENDENT STUDY	1-3
MUT 475	SEMINAR IN MUSICOLOGY	3

**Total credits: 12**

### Music Therapy Equivalency Program

The equivalency program in music therapy allows students who have already obtained a Bachelor of Music degree in other areas to complete requirements in music therapy in order to be eligible to sit for the Board Certification Examination administered by the Certification Board for Music Therapists. Students are advised that additional licensure may be required to practice music therapy in some states. It is not a second Bachelor degree. Students are admitted to the program only after an audition /interview for the Music Therapy Program. Coursework for the Equivalency:

### Music Core

- These courses may be exempted by successful completion of the Functional Music Skills exams in piano, voice, and guitar.

Item #	Title	Credits
MUA 111	VOICE CLASS I	1
MTY 152	GUITAR CLASS I	1
MTY 252	GUITAR CLASS II	1
MTY 261	PIANO APPLICATIONS IN MUSIC THERAPY	1

### Music Therapy Core

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 250	CLINICAL PROCESSES I	2
MTY 251	CLINICAL PROCESSES II	1
MTY 253	MUSIC THERAPY METHODS AND MATERIALS	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 353	RESEARCH IN MUSIC THERAPY	2
MTY 381	MUSIC THERAPY PRACTICUM	2
MTY 383	MUSIC THERAPY PRACTICUM	2
MTY 481	MUSIC THERAPY PRACTICUM	2
MTY 483	MUSIC THERAPY PRACTICUM	2
MTY 451	MUSIC THERAPY WITH ADULT POPULATIONS	3
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 484	MUSIC THERAPY INTERNSHIP	3

### Clinical Foundation

Item #	Title	Credits
MTH 113	INTRODUCTION TO STATISTICS	4
PSY 100	GENERAL PSYCHOLOGY	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
BIO 105	HUMAN BIOLOGY	4
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5

### Other Requirements

Any approved dance (DAN) course

**Total credits: 63-64**

## Performance Certificate for Non-Performance Music Majors

Students enrolled in music majors and pursuing the Bachelor of Music degree in Music Education, Music Therapy, or Music Composition as well as the Bachelor of Arts in Music may earn a performance certificate by completing the following:

1. Take Private lessons for credit with the credit of 2-1-2 on a continuous basis throughout the degree program, whether or not those lessons are required for the chosen degree program.
2. Admission to the certificate will be contingent upon the approval of the full music faculty at the time of the 203 applied music exams.
3. Both junior and senior recitals are required with the same level of recital length and repertoire as the performance majors.
4. The recitals will be adjudicated using the same standards required for a performance degree.

Upon successful completion of the above requirements a notation will be made on the academic transcript at the time of graduation.

**Type:** Certificate

**Total credits:** 0

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## Chemistry

### Department of Biology, Chemistry, and Physics

- WILLIAM CASE, chair
- DOUGLAS P. JENSEN, associate chair
- MAHDOKHT BEHRAVAN
- H. NEVAL ERTURK
- JENNIFER HAWK
- EDNA STEELE
- SHARON STRICKLAND
- ABREEOTTA WILLIAMS

## Mission

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific

principles. The curricula are designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

## Degrees and Programs Offered

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification; students interested in this certification should discuss this with their advisors and the Department of Education as early as possible, as secondary certification requirements may not be identical to major requirements.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students with majors in the Department of Biology, Chemistry, and Physics participate in pre-health curricula, which are described in the Career and Pre-Professional Programs section of this catalog. These programs are not part of the majors, and the majors are not required for them.

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

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

Graduation requirements but not a separate course:

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

- For more information see the [GEP requirements](#) in this catalog.

## Chemistry Major with a Bachelor of Science or Bachelor of Arts Degree

### Student Learning Outcomes:

Through completion of the Bachelor's Degree in Chemistry, our graduates will:

1. acquire an intermediate understanding of chemical principles that comprise the major sub-disciplines of the field (organic, inorganic, physical, analytical and biochemistry).
2. develop laboratory skills and techniques
3. engage in the scientific process through participation in faculty-sponsored research projects
4. enhance oral and written communication skills appropriate for chemists

To earn a major or minor in chemistry a student must have a minimum GPA of 2.0 in all required chemistry coursework. Grades in cognate courses are not included in the GPA calculation. Elective credits beyond the required number may not be included in the calculation.

To receive the Bachelor of Arts or Bachelor's of Science degree in Chemistry, students must receive a grade of C- or higher in every chemistry course required for the major, excluding cognate coursework.

### Biochemistry Major

The Bachelor of Science degree with a major in biochemistry is based upon the recommendations of the American Society for Biochemistry and Molecular Biology. The degree requires 36 credit hours of chemistry, 15-16 credit hours of biology, and 15 credit hours of cognate coursework. Specific course requirements are outlined below.

To earn a major in biochemistry, a student must have a minimum GPA of 2.0 in all required chemistry and biology coursework. Grades in cognate courses are not included in the GPA calculation. Elective credits beyond the required number may not be included in the calculation. To receive the Bachelor of Science degree in Biochemistry, students must receive a grade of

C- or higher in every chemistry and biology course required for the major, excluding cognate coursework.

### Student Learning Outcomes for the Biochemistry Program

Through completion of the Bachelor's Degree in Biochemistry, our graduates will:

1. acquire an understanding of fundamental biochemical principles and integrate these principles from major areas of chemistry (analytical, inorganic, organic and physical) and biology (cellular, organismal, molecular and genetics)
2. develop laboratory skills in biochemistry
3. engage in the scientific process through participation in faculty-sponsored research projects
4. enhance oral and written communication skills appropriate for biochemists

\* Students are not permitted to double major in Biochemistry with either Biology or Chemistry. Statistics, computer science, and additional math courses are recommended for majors in chemistry and biochemistry, but are not required.

**Type:** Bachelor of Science, BS

### Chemistry Courses

\* A research experience must also be completed, either with Converse faculty or in a pre-approved external summer setting. Research performed on campus may be completed in either the biology or chemistry department.

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 251	QUANTITATIVE ANALYSIS	4
CHM 307	JUNIOR SEMINAR	1
CHM 310	INORGANIC CHEMISTRY	4
CHM 315	PHYSICAL CHEMISTRY I	4
CHM 407	SENIOR SEMINAR	2
CHM 415	BIOCHEMISTRY I	4
CHM 416	BIOCHEMISTRY II	4
CHM 480	INTRODUCTION TO RESEARCH	1



### Required Biology Courses

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4

### Biology Selection

Choose two of the following five courses:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 310	CELL BIOLOGY	4
BIO 312	MICROBIOLOGY	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4
BIO 409	BIOLOGY OF CANCER	3

### Math Cognate Requirements

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3

### Physics Cognate Requirements

Complete one of the following Physics series:

Item #	Title	Credits
	Essentials of Physics I and II	8
	Elements of Physics I and II	8
	<b>Total credits:</b>	<b>67</b>

### Chemistry Major with a Bachelor of Arts

The Bachelor of Arts degree with a major in chemistry consists of 34 hours of coursework in chemistry and 15 hours of cognate coursework.

**Type:** Bachelor of Arts, BA

### Required Courses

\* A research experience must also be completed, either with Converse faculty or in a pre-approved external summer setting. Students receiving a double major in Chemistry and Biology may satisfy the research requirement by performing research in either field.

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 251	QUANTITATIVE ANALYSIS	4
CHM 307	JUNIOR SEMINAR	1
CHM 310	INORGANIC CHEMISTRY	4
CHM 315	PHYSICAL CHEMISTRY I	4
CHM 407	SENIOR SEMINAR	2
CHM 480	INTRODUCTION TO RESEARCH	1
	Chemistry Elective 300-400 3-4 Level	
	Chemistry Elective 300-400 3-4 Level	

### Math Cognate Requirements

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3

### Physics Cognate Requirements

Complete one of the following Physics sequences:

Item #	Title	Credits
	Elements of Physics I and II	8
	Essentials of Physics I and II	8
	<b>Total credits:</b>	<b>49</b>

### Chemistry Major with a Bachelor of Science

The Bachelor of Science degree with a major in chemistry requires a minimum of 43 credit hours of coursework in chemistry and 18 hours of cognate coursework.

**Type:** Bachelor of Science, BS

## Required Courses

\* A research experience must also be completed, either with Converse faculty or in a pre-approved external summer setting. Students receiving a double major in Chemistry and Biology may satisfy the research requirement by performing research in either field.

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 251	QUANTITATIVE ANALYSIS	4
CHM 307	JUNIOR SEMINAR	1
CHM 310	INORGANIC CHEMISTRY	4
CHM 315	PHYSICAL CHEMISTRY I	4
CHM 316	PHYSICAL CHEMISTRY II	4
CHM 407	SENIOR SEMINAR	2
CHM 410	INSTRUMENTAL ANALYSIS	4
CHM 415	BIOCHEMISTRY I	4
CHM 480	INTRODUCTION TO RESEARCH	1
	Chemistry Elective 300-400 3-4 Level	

## Math Cognate Requirements

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3
MTH 220	CALCULUS AND ANALYTIC GEOMETRY III	3

## Physics Cognates Requirements

Complete one of the Physics course sequences below:

Item #	Title	Credits
	Elements of Physics I and II	8
	Essentials of Physics I and II	8
	<b>Total credits:</b>	<b>61-62</b>

## Chemistry Minor

A chemistry minor requires 20 credit hours of coursework in chemistry (5 courses). The program of study is as follows:

**Type:** Minor

## Required Courses

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 251	QUANTITATIVE ANALYSIS	4
CHM 310	INORGANIC CHEMISTRY	4
	<b>Total credits:</b>	<b>20</b>

## Environmental Studies Minor

- DOUGLAS JENSEN, director

The environmental studies minor introduces students to the functions of the environment in which they live and the interplay between human activities and the environment. Courses that span and cross traditional boundaries introduce students to multiple lenses through which the environment is studied.

The minor consists of a minimum of 19 credit hours of coursework, as follows:

**Type:** Minor

## Introduction

Item #	Title	Credits
ENV 101	INTRODUCTION TO ENVIRONMENTAL SCIENCE	4

## Social Science

Social Science Course with an environmental focus:

- Environmental Economics
- Environmental Policy
- GEO 300: World Geography

## Humanities, Fine Arts, or Literature Course with an Environmental Focus

- Environmental Philosophy
- Environmental Literature
- Environmental History

## Natural Science Course with Environmental Focus

- besides ENV 101

Item #	Title	Credits
BIO 411	ECOLOGY	4
CHM 160	Geology	3
CHM 311	ENVIRONMENTAL CHEMISTRY	4

## Additional Requirements with Environmental Focus

These courses may come from any field of study

Special topics courses, study/travel, internships, and directed independent studies or research may be substituted for requirements above, as approved and appropriate.

<b>Total credits:</b>	<b>19</b>
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## Medical Technology Major

Converse students who are ASCP-certified Medical Laboratory Technicians may earn a Bachelor of Science Degree with a major in Medical Technology. Students earning this major must complete all the requirements for a Converse degree, and they must make their own arrangements for appropriate certification examinations (refer to [www.ascp.org](http://www.ascp.org) for eligibility information). Students who are enrolled through the Converse International School are exempt from the AASCP-certified Medical Laboratory Technicians certifications.

### Student Learning Outcomes for the Medical Technology Major:

Through completion of the Bachelor of Science Degree in Medical Technology, students will;

1. acquire an intermediate understanding of the fundamental biomedical principles.
2. acquire additional laboratory skills in biomedical sciences.
3. develop communication skills in written and oral forms that are appropriate for medical technology professionals

### Admission Requirements

Prior to beginning the Medical Technology Major, students must be either:

1. be an ASCP-certified medical laboratory technician
  2. have been enrolled through the Converse International School.
- Prior to taking any other courses in the program, students must complete Bio 190-191 (Introduction to Biological Science I and II) or the equivalent.

### GPA Requirement

Each Converse student must earn a GPA of 2.0 or above in her major to graduate. The Medical Technology major GPA is calculated using all the required biology, chemistry, and mathematics courses taken at Converse. The calculation does not include prerequisite or recommended courses.

### Assessment Requirement

In addition to the academic requirements, all medical technology majors must complete an exit survey and a self-evaluation form by the first week of April of their senior year.

**Type:** Bachelor of Science, BS

## Biological Sciences

At least 18 credits from the following course options:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 309	PARASITOLOGY	4
BIO 310	CELL BIOLOGY	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4
BIO 409	BIOLOGY OF CANCER	3
BIO 420	HISTOLOGY	4

## Chemistry

Item #	Title	Credits
CHM 190	GENERAL CHEMISTRY	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 415	BIOCHEMISTRY I	4

## Mathematics

Item #	Title	Credits
MTH 110	ELEMENTARY FUNCTIONS	3

## Scientific Communication

Select one of the following:

Item #	Title	Credits
BIO 350	SPECIAL TOPICS IN BIOLOGY	
BIO 391	JUNIOR SEMINAR	1

## Capstone

Item #	Title	Credits
BIO 490	DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS	1-4

## Electives

7 hours, from any **200-level or above biology** courses at Converse. Microbiology and Immunology are **not** accepted.

## Optional Recommendation

Item #	Title	Credits
BIO 110	MEDICAL TERMINOLOGY	3
<b>Total credits:</b>		<b>47-49</b>

## Pre-Dentistry

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information..Required prerequisite courses for prospective dental students generally include:

Majoring in science is not a must, but completion of pre-dental science requirements is necessary. Take the DAT (<http://www.ada.org/en/education-careers/dental-admission-test>) at least a year prior to seeking admission to dental school. Completion of at least one year of college level courses in biology, general chemistry and organic chemistry is recommended before taking the DAT. Dental office shadowing experience is highly recommended.

Early application to the dental school is important. Apply for admission at least a year in advance of the planned enrollment date. Information on application deadlines and application forms can be obtained at the

following website: <http://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>.

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information..Required prerequisite courses for prospective dental students generally include:

General Chemistry

Organic Chemistry

Physics

Biology or Zoology

English

Mathematics

Science Electives

- Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology, etc.

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**Total credits: 52**

## Pre-Medicine

Science courses should include laboratory work.

Honors, independent study, a well-rounded sampling of extra curricular activities, and research work are highly encouraged as these activities demonstrate scholarly, in-depth, and lifelong learning skills. Additional upper-level biology and chemistry coursework is recommended, as it will help to prepare the student for the Medical College Admission Test (MCAT). It is desirable to have the required coursework completed at the end of the junior year, and to take the entrance exams during the summer between the junior and senior year. For admission, both the GPA and MCAT scores are

critical. Clinical experience through either internships or volunteer work is also highly recommended.

Early application to medical school is important. Information on application deadlines and application forms the following website: <https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/deciding-where-apply/medical-school-admission-requirements/>

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. The required courses vary depending on the school. To find school-specific requirements, refer to the Medical School Requirement Website. Most schools require the following:

General Chemistry

Organic Chemistry

Biochemistry

Physics

Biology or Zoology

(Cell Biology highly recommended)

Algebra and Calculus

English

Psychology

---

**Total credits: 51**

### Pre-Pharmacy

- SHERRY STRICKLAND, adviser

Pre-pharmacy is a 2-, 3- or 4-year program required for admission to PharmD. Programs. The length of this pre-professional program will depend upon the abilities of the individual student, the pharmacy school of her choice, and her career goals. Pre-pharmacy students need to show a strong aptitude toward the sciences.

Since pharmacy schools vary in their admission policies, a student should contact the school of her choice for its requirements.

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test, which does include some questions about human physiology, human anatomy and basic biochemistry.

The total semester hours that must be completed prior to matriculation is 66 hours which includes the following courses:

Required Courses	Hours
Biology	8
General Chemistry	8
Organic Chemistry	8
Microbiology	3
Human Anatomy	3
Human Physiology	3
Economics	3
English Composition	3
English Literature	3
Speech/Verbal Skills/Public Speaking	3
Statistics	3-4
Calculus	3-4
Physics	3-4
Psychology	3
Liberal Arts Electives	9

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test which does include some questions about human physiology, human anatomy and basic biochemistry.

### Pre-Veterinary School

A pre-veterinary medical student can choose any undergraduate major. However, she must fulfill the course requirements for admission to the veterinary schools to which she plans to submit an application. Most veterinary schools list the following requirements.

Required Courses	Hours
Biology/Zoology	8
General Chemistry	8
Organic Chemistry	8
Biochemistry	3-4

Physics 8  
 English (Composition and Writing) 6  
 Humanities and Social Sciences 18

\* *some schools do not accept AP English credit*

Recommended Courses	Hours
Comparative Anatomy	4
Cellular Biology (required at UT)	4
Genetics (required at NC State)	4
Microbiology (required at NC State)	4
Animal Nutrition (not Human) (required at NC State)	3
Statistics (required at NC State)	3

To Be a Competitive Applicant, A Student Must Meet the Following Eligibility Requirements:

- Cumulative GPA: At least 3.5
- Required Course GPA: At least 3.5
- Last 45 Credit Hours GPA: At least 3.5

The student should also demonstrate, with proper documentation, an understanding of the veterinary medical profession and proper animal care through internships or volunteer works in a veterinary clinic. Some students gain experience by participating in research, breeding, rearing, feeding and showing of both small and large animals, domestic or wildlife. Most veterinary schools require a minimum number of hours of veterinary experience under direct supervision of a veterinarian at the time of application. In addition, participation in undergraduate research, independent studies, athletics, honors program, active involvement in extracurricular activities, and leadership roles in school organizations are also taken into account. Applicants are also required to take the GRE (Verbal, Quantitative, and Writing Components).

A student interested in veterinary programs should consult with the pre-health professions adviser to plan her curriculum to meet these requirements. The following website provides information about specific admission requirements at each US Veterinary School. [www.aavmc.org](http://www.aavmc.org).

### Applying to Veterinary School

For information on the application process, deadlines and other requirements, please consult the Veterinary Medical College Application Service (VMCAS) website.

## Computer Science

- JESSICA L. SORRELLS, chair
- PETER H. BROWN
- JOSEPH S. BARRERA
- AMANDA J. MANGUM

### Computer Science Minor

The department offers a minor in computer science. The minor consists of 20 credit hours.

No more than 3 hours in CSC 290 may count towards the electives in the computer science minor. CSC 450: Programming Internship, and CSC 460: Data Processing Internship may not count for minor credit.

The requirements for a minor in computer science are as follows:

**Type:** Minor

### Required Courses

Item #	Title	Credits
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 202	DATA STRUCTURES	4
CSC 305	DATABASE DESIGN	3

### CSC Electives

- Complete two additional CSC electives, chosen from CSC courses numbered above 210.

### Specific Elective

One further elective, chosen from the following:

- An additional CSC course numbered above 210
  - or one of the courses below:

Item #	Title	Credits
MTH 205	DISCRETE MATHEMATICS	3
ECN 300	DESCRIPTIVE AND INFERENCE STATISTICS	4
<b>Total credits:</b>		<b>20-23</b>

## Minor In Applied Computing Web Design Concentration

In addition to the minor in traditional computer science, the department offers a concentration within the minor in applied computing. As computing transforms the ways in which we live and think, hybrid disciplines are emerging that combine computing with a more traditional discipline: digital studies, digital art, digital music, Web entrepreneurship, and so on. The minor in applied computing is designed for students who wish to explore one of these new fields in combination with a more traditional major.

The department offers only one concentration of the minor of Applied Computing: Web Design. This minor consists of 19 credit hours.

The requirements are as follows:

**Type:** Minor

### Required Option

Choose one of the following:

Item #	Title	Credits
CSC 125	FIRST-YEAR SEMINAR	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3

### Required Courses

Item #	Title	Credits
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 235	WEB APPLICATIONS I	3
CSC 305	DATABASE DESIGN	3
CSC 335	WEB APPLICATIONS II	3

### Elective

One further elective chosen from the following:

- A CSC course numbered above 210
  - or:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
<b>Total credits:</b>		<b>19-20</b>

## Dance

- CHRISTOPHER VANEMAN, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

### Arts Foundations: Creativity that Works

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- [ATM 100: INTERDISCIPLINARY ARTS FOUNDATIONS I](#)
- [ATM 200: INTERDISCIPLINARY ARTS FOUNDATIONS II](#)

## Department of Theatre and Dance

- MEG HANNA TOMINAGA, chair
- BOONE HOPKINS
- CHANDRA OWENBY HOPKINS
- LAUREN ROGERS HOPKINS
- MELISSA OWENS

The Department of Theatre & Dance provides opportunities which enable students to develop their skills and talents in theatre arts and dance to foster a better understanding of the contribution that live performance makes to the process of educating the whole person in a liberal arts environment. Through the availability of experiences in a number of areas, students will find a wide variety of challenges and means of expression. The program of study places emphasis on the aesthetic and practical decisions inherent to these areas, thereby strengthening the student's general intellectual capabilities and growth as an artist.

By the time of graduation, majors in theatre should demonstrate basic competencies in each area of theatre and should be able to compete successfully for positions in graduate school and in the professional job market.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

### Student Learning Outcomes

1. Students will be able to articulate verbal and written mastery of knowledge in theatre and dance.
2. Students will be able to analyze the art of theatre and dance in historical and theoretical contexts.
3. Students will be able to communicate successfully and work effectively with others in a variety of production capacities.
4. Students will be able to produce engaging and innovative works in theatre and dance.

In order to earn a minor or a major in theatre or musical theatre, students must have a minimum GPA of 2.0 across all of their theatre or musical theatre courses. Minor and major GPAs are based on the grades earned in all theatre (and major required dance and music for the Musical Theatre degree or dance for Dance minors) classes taken at Converse. Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

## Dance

Dance courses may be taken as electives by anyone interested in dance, or students may choose to minor in dance. Introductory technique courses provide the opportunity for students to improve their technique in specific course genres, enhance their visual skills, spatial awareness, rhythm and creativity. In intermediate courses, students continue to build on these skills, and begin to focus on techniques necessary for the particular genre being studied. In advanced level courses, students gain an extension of an understanding and exploration of a genre. Students will gain experience through improvisation, compositional studies and different styles within the genre. DAN 190: History of Dance is available to students as an option in the fine arts requirement in the General Education Program. Technique courses may be taken as partial fulfillment of the physical education requirement of the General Education Program.

### Bachelor of Arts with a Musical Theatre Major

**Type:** Bachelor of Arts, BA



## Required Courses

- may test out of DAN 111: Ballet and take other dance courses
- may test out of THR 118: Fundamentals of Singing and take other music courses

Item #	Title	Credits
THR 102	SCRIPT ANALYSIS	3
	MUA 111.03 Voice	4
DAN 111	BEGINNING BALLET	2
THR 115	ACTING: FUNDAMENTALS	3
THR 118	VOICE FUNDAMENTALS OF SINGING	3
THR 201	STAGECRAFT	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3
	THR 221 Practicum	6
THR 229	FUNDAMENTALS OF THEATRICAL DESIGN	3
DAN 230	DANCE FOR MUSICAL THEATRE I	3
DAN 231	DANCE FOR MUSICAL THEATRE II	3
THR 318	ACTING: THE SONG	3
THR 399	PROFESSIONAL DEVELOPMENT SEMINAR	1
THR 418	ACTING; MUSICAL THEATRE 3 WORKSHOP	3
THR 499	SENIOR CAPSTONE PROJECT	2

## Electives in Theatre/Dance/Music

**Total credits: 60**

## Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

## Arts Management

- MARY CARLISE, coordinator

### Mission Statement

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

### Student Learning Outcomes

Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.

Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.

Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.

Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

### GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

**Type:** Minor

## Required Courses

- Complete three classes from the diverse departments

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ATM 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ACC 211	ACCOUNTING PRINCIPLES I	3

## Department of Art and Design

Choose at least one of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ART 100	ART APPRECIATION	3
ART 101	STUDIO ART APPRECIATION	3
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3

## Department of Theatre and Dance

Choose at least one of the following:

Item #	Title	Credits
DAN 190	HISTORY OF DANCE	3
THR 100	INTRODUCTION TO THEATRE	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3

## Petrie School of Music

Choose at least one of the following:

Item #	Title	Credits
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
<b>Total credits:</b>		<b>24</b>

## Dance Minor

Dance courses may be taken as electives by anyone interested in dance, or students may choose to minor in dance. Introductory technique courses provide the opportunity for students to improve their technique in specific course genres, enhance their visual skills, spatial awareness, rhythm and creativity. In intermediate courses, students continue to build on these skills, and begin to focus on techniques necessary for the particular genre being studied. In advanced level courses, students gain an extension of an understanding and exploration of a genre. Students will gain experience through improvisation, compositional studies and different styles within the genre. DAN 190: History of Dance is available to students as an option in the fine arts requirement in the General Education Program. Technique courses may be taken as partial fulfillment of the physical education requirement of the General Education Program.

**Type:** Minor

## Required Courses

Item #	Title	Credits
DAN 106	COMPOSITION I	3
DAN 190	HISTORY OF DANCE	3

## Dance Electives

**Total credits: 18**

## Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

## Programs:

- German Studies
- Hispanic Studies
- Arabic
- Chinese
- French
- Italian
- Japanese

## Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### Bachelor of Arts in German Studies Student Learning Outcomes

1. Students will demonstrate proficiency in German (B2 level) according to the Common European Framework of Reference for Languages.
2. Students will evaluate artifacts and developments in the cultural history of

German-speaking Central Europe with sensitivity to their aesthetic, sociopolitical, and multicultural contexts.

3. Students will produce clear written communication through texts that are supported by scholarly analysis and evidence.
4. Students will demonstrate awareness of similarities and differences between their own culture and those of German-speaking Central Europe.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

The requirements for the major are as follows:

**Type:** Bachelor of Arts, BA

### Required Course

Item #	Title	Credits
GER 202	INTERMEDIATE GERMAN	3

### Selection

Complete three courses from the following:

Item #	Title	Credits
GER 302	CONTEMPORARY GERMANY	3
GER 303	GERMAN LITERARY STUDIES	3
GER 304	GERMAN CINEMA STUDIES	3
GER 305	GERMAN INTELLECTUAL HISTORY	3

### Seminar

Item #	Title	Credits
GER 499	SENIOR SEMINAR	3

### Additional Electives at the 300-400 Level

- Allowance of two courses with a substantial Germanic component in other departments for the major only.

**Total credits: 30**

### Bachelor of Arts in Hispanic Studies

Student Learning Outcomes

1. Students will demonstrate proficiency in Spanish (Intermediate High level) according to the ACTFL proficiency guidelines.
2. Students will evaluate developments in the cultural history of Spain/Spanish America with sensitivity to their multicultural, sociopolitical, and literary contexts.
3. Students will produce clear written communication through texts that are supported by scholarly analysis and evidence.
4. Students will demonstrate awareness of similarities and differences between their own culture and those of Spain/Spanish America.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Bachelor of Arts, BA

#### Required Courses

Item #	Title	Credits
SPN 202	INTERMEDIATE SPANISH	3
	Spanish Selection	3
SPN 300	SPANISH PENINSULAR CULTURE	3
SPN 301	LATIN AMERICAN CULTURE	3
SPN 304	SURVEY OF SPANISH LITERATURE: AN INTRODUCTION TO THE SPANISH MIND	3
SPN 305	SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS	3
SPN 499	SENIOR SEMINAR	3

#### Additional Electives

- Allowance of either SPN 400 or HIS 477 for the major only.

**Total credits: 30**

#### French Minor

Languages, Cultures and Literatures Minor  
A minor in French, German Studies, or Hispanic Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Minor

#### Required Courses

Item #	Title	Credits
FRN 202	INTERMEDIATE FRENCH	3
FRN 303	A SURVEY OF FRENCH LITERATURE I	3
FRN 304	A SURVEY OF FRENCH LITERATURE II	3

#### French Electives

- Complete three electives from 300 and 400 level French courses

**Total credits: 18**

#### German Studies Minor

Languages, Cultures and Literatures Minor  
A minor in French, German Studies, or Hispanic Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Minor

#### Required Course

Item #	Title	Credits
GER 202	INTERMEDIATE GERMAN	3

#### Selection

Choose three courses from the following:

Item #	Title	Credits
GER 302	CONTEMPORARY GERMANY	3
GER 303	GERMAN LITERARY STUDIES	3
GER 304	GERMAN CINEMA STUDIES	3
GER 305	GERMAN INTELLECTUAL HISTORY	3

#### German Studies Electives

- Select two electives from 300 and 400 level German courses

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**Total credits:** 18

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### Hispanic Studies Minor

Languages, Cultures and Literatures Minor

A minor in French, German Studies, or Hispanic Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Minor

#### Required Course

Item #	Title	Credits
SPN 202	INTERMEDIATE SPANISH	3

#### Spanish Option

Complete one from the following:

Item #	Title	Credits
SPN 203	SPANISH FOR HERITAGE SPEAKERS	3
SPN 205	CONVERSATION AND COMPOSITION	3
SPN 302	CONVERSING AND WRITING ON SPANISH AND LATIN AMERICAN LITERATURES	3
SPN 303	CONVERSING AND WRITING ON THE PROFESSIONS	3

#### Spanish Selections

Complete three courses from the following:

Item #	Title	Credits
SPN 300	SPANISH PENINSULAR CULTURE	3
SPN 301	LATIN AMERICAN CULTURE	3
SPN 304	SURVEY OF SPANISH LITERATURE: AN INTRODUCTION TO THE SPANISH MIND	3
SPN 305	SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS	3

### Spanish Elective

- Complete one elective from 300 and 400 level Spanish courses

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**Total credits:** 18

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## Economics

### Department of Economics, Accounting, and Business

- AMY E. COX, chair
- WOODROW W. HUGHES, JR.
- MOLLY A. INCLAN
- JENNIFER L. SHIELDS
- MADELYN V. YOUNG

#### Mission

The mission of the Economics, Accounting and Business department is to offer students the high quality of education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers five concentrations: finance, human resource management, international business, marketing, and sports management. The department prepares students who wish to pursue graduate education for entrance to and successful completion of graduate school.

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

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

Literature	3 hours
Fine Arts	6 hours
Natural Science	7-8 hours
Social Science	6 hours
<b>Total</b>	<b>49-52 hours</b>

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience
  - *For more information see GEP requirements in this catalog.*

## Major and Minor GPA Calculation for Economics, Accounting and Business Department

A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

Bachelor of Arts with an Economics major, Bachelor of Science with an Economics major, Economics minor, Bachelor of Arts with an Accounting major, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

## Economics

The mission of the Economics program at Converse is to prepare students for employment or graduate school in economics by helping them

develop communication skills, and an understanding of economic markets, institutions, linkages and basic research methodologies.

Past economics majors are currently working for a wide variety of businesses or in local, state or the federal government. Some are also in graduate school or law school, as it is widely recognized that economics provides one of the best backgrounds for the study of law.

Department offers either a Bachelor of Arts or Bachelor of Science with an Economics major. Students earning the Bachelor of Arts with an Economics major will achieve the following program level-student learning outcomes:

1. Communicate clearly, concisely and professionally, both orally and in writing.
2. Gain a basic understanding of the working of markets, the nature of market structures, and the linkages in the world economy.
3. Understand basic research methodology including literature surveys, data gathering, statistical analyses of economic data and policy implications of economic theory and empirical research in economics.
4. Understand economic institutions such as the Federal Reserve.

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

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

## Bachelor of Arts with an Economics Major

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

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
ECN 301	INTERMEDIATE MICROECONOMIC THEORY	3
ECN 302	INTERMEDIATE MACROECONOMIC THEORY	3
ECN 304	DECISION ANALYTICS FOR BUSINESS	4
ECN 321	MONEY AND FINANCIAL INSTITUTIONS	3
ECN 326	LABOR ECONOMICS	3
ECN 327	INTERNATIONAL ECONOMICS	3
ECN 400	SENIOR SEMINAR	3

### Upper Division Economics Electives

- Nine additional hours in other economics courses numbered 300 or above, **excluding 499.**

**Total credits: 41**

### Bachelor of Science with an Economics Major

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

**Type:** Bachelor of Science, BS

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
ECN 301	INTERMEDIATE MICROECONOMIC THEORY	3
ECN 302	INTERMEDIATE MACROECONOMIC THEORY	3
ECN 304	DECISION ANALYTICS FOR BUSINESS	4
ECN 321	MONEY AND FINANCIAL INSTITUTIONS	3
ECN 326	LABOR ECONOMICS	3
ECN 327	INTERNATIONAL ECONOMICS	3
ECN 400	SENIOR SEMINAR	3

### Upper Division Economics Electives

- Nine additional hours in other economics courses numbered 300 or above, **excluding 499.**

### Mathematics Requirement

Complete at one of the following:

Item #	Title	Credits
MTH 115	SURVEY OF CALCULUS	4
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
<b>Total credits:</b>		<b>45</b>

### Business Professionalism Certificate Program

Students in all majors increasingly need to demonstrate professionalism in order to obtain jobs. The Business Professionalism Certificate is open to all Converse students who have declared any major at Converse.

#### Certificate requirements:

Students who have declared any major at Converse may enroll in the program. In addition to an internship and coursework, students complete a portfolio of activities, and after completion of all the requirements to satisfactory standards is verified, they will receive a certificate.



Certificate requirements:

**Type:** Certificate

## Internship

### Requirements

- Submission of Professional E-Portfolio

Item #	Title	Credits
CON 101	CAREER EXPLORATION AND PLANNING	1
CON 102	FROM STUDENT TO PROFESSIONAL: JOB SEARCH STRATEGIES	1

### Coursework Selection

Choose two courses from the following:

- Other courses may be added with the approval of the chair of the Economics, Accounting and Business department, or their designated representative.

Item #	Title	Credits
ECN 191	APPLICATIONS OF EXCEL IN ECONOMICS	1
ACC 191	APPLICATIONS OF EXCEL IN ACCOUNTING	1
BAD 191	APPLICATIONS OF EXCEL IN BUSINESS ADMINISTRATION	1
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
BAD 206	BUSINESS COMMUNICATION	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
CSC 208	DATA FOR BUSINESS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENTIAL STATISTICS	4
FIN 200	PERSONAL FINANCE	
POL 303	SOCIAL STATISTICS	4
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>11</b>

## Economics Minor

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

An economics minor is comprised of 24 credit hours of coursework, including the following:

**Type:** Minor

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ECN 301	INTERMEDIATE MICROECONOMIC THEORY	3
ECN 302	INTERMEDIATE MACROECONOMIC THEORY	3
ECN 321	MONEY AND FINANCIAL INSTITUTIONS	3
ECN 326	LABOR ECONOMICS	3
ECN 327	INTERNATIONAL ECONOMICS	3

### Economics Elective

Three additional hours in the department with adviser approval.

<b>Total credits:</b>	<b>24</b>
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## Marketing Minor

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

**Type:** Minor

## Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
BAD 340	MARKETING PRINCIPLES	3
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
ART 124	GRAPHIC DESIGN I	3

## Selection

Choose one of the following:

Item #	Title	Credits
BAD 443	INTERNATIONAL MARKETING	3
BAD 442	MARKETING RESEARCH	4
BAD 347	PROFESSIONAL SELLING	3-4
BAD 330	MANAGEMENT	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
THR 120	PUBLIC SPEAKING	3
DES 282	INTRODUCTION TO INTERIOR DESIGN	3

## Elective

One other 300 or 400 level course in Economics or Business Administration (Note: Internship courses do not fulfill this requirement.)

**Total credits: 24-25**

## Pre-Law

- JEFFREY J. POELVOORDE, adviser

Department of History and Politics Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no

better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, history, politics, philosophy, religion, sociology or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the pre-law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions that have proven to be good preparation in the past.

Item #	Title	Credits
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
	PHI 100 or 180	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
HST 201, 202	AMERICAN HISTORY	

Recommended Upper Division courses to be taken sophomore through senior years:

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history, economics, etc; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

Item #	Title	Credits
POL 335	CONSTITUTIONAL LAW	3
POL 448	PUBLIC ADMINISTRATION	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
HST 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
BAD 351	AMERICAN LEGAL SYSTEM AND CONTRACTS	3
BAD 352	BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW	3
BAD 353	LABOR AND HUMAN RELATIONS LAW	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 326	LABOR ECONOMICS	3
	BAD/ECN 300 or POL 303	3
<b>Total credits:</b>		<b>45</b>

### Social Entrepreneurship

- MADELYN YOUNG, adviser

This interdisciplinary minor in Social Entrepreneurship is for students of all majors who are interested in learning how to create and maintain social enterprises in the context of making a broader contribution to society. Coursework covers social entrepreneurship, best practices in public and private sectors, and the knowledge required to start a business with a social mission. Social entrepreneurship minors are required to take the introductory course (BAD203) that analyzes social enterprise models and studies the fundamentals of entrepreneurship. Through the elective offerings, students have the option to tailor coursework to their academic interests and professional aspirations. Students completing a Social Entrepreneurship minor are required to participate in at least one Sullivan Foundation Social Entrepreneurship Retreat Weekend, held in the fall and spring, throughout their time at Converse.

The minor consists of 18 - 21 hours to include the following:

**Type:** Minor

### Required Courses

Item #	Title	Credits
BAD 203	SOCIAL ENTREPRENEURSHIP	3
BAD 340	MARKETING PRINCIPLES	3

### Management Requirement

Choose from the following:

Item #	Title	Credits
BAD 330	MANAGEMENT	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3

### Economics Requirement

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3

## Economics Selection

Choose one of the following (or approved substitute/transfer course):

Item #	Title	Credits
ECN 150	ECONOMIC CONCEPTS	3
CON 214	EXPERIENTIAL LEARNING	0-6

## Elective

Choose one of the following:

Item #	Title	Credits
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ECN 323	ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 327	INTERNATIONAL ECONOMICS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
PHI 200	PHILOSOPHICAL ETHICS	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 232	PSYCHOLOGY IN THE WORKPLACE	3
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>18-19</b>

## Education

- LIENNE MEDFORD, Dean

## Department of Education

- R. LEE GIVINS, chair
- ANSLEY H. BOGGS
- D. WAYNE CHESER
- REED CHEWNING
- JULIE JONES
- MARGARET LEE
- KELLY MAGUIRE
- DELIA MALONE
- MARGARET PARK
- DANIELLE ROBERTSON
- SEAL NISBET WILSON

## The Ideal Educator

A single conceptual framework guides the Professional Education Unit at Converse College. The Unit's framework is built on the premise that its mission is to prepare candidates for their roles

as educators to become The Ideal Educator. This "Ideal" is the guiding concept for program design in each of the Unit's programs.

The conceptual framework serves as the basis for course design, clinical practice, and assessment for all programs. The framework insures a relationship among curriculum, instruction, field experiences, clinical practice, and assessment across programs. The framework is shared with the professional community, and input from those stakeholders is a part of the decision-making process for programs.

The Unit's mission, therefore, is to prepare educators who will contribute to the development of society and the individual. The college philosophy is reflected in the framework as Converse prepares candidates through opportunities to experience excellent teaching and advising, to use effective technology tools, to experience the workplace through clinical practice, and to engage in collaborative relationships with P-12 schools and their communities.

The Conceptual Framework is based on the Founder's Ideal, in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." Those three ideas are at the heart of the Conceptual Framework and guide instruction in all Converse professional education courses, both undergraduate and graduate. These ideas define our concept of The Ideal Educator.

## The Institutional Standards

Professional education courses and experiences, combined with liberal arts courses, promote the acquisition of knowledge, skills, and dispositions essential for The Ideal Educator. These learning outcomes embody the following "Institutional Standards" that the instructional program meets.

The Ideal Educator:

1. Demonstrates knowledge of and respect for individual differences by differentiating instruction for the diverse needs of all learners.
2. Demonstrates knowledge of and competence in innovative instructional strategies.
3. Demonstrates knowledge of content and standards by integrating them into planning and instruction.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas.

5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
6. Demonstrates skills in management.
7. Demonstrates a positive attitude toward professionalism.

The Converse College Department of Education is the central undergraduate home for teacher education programs in Education. The Department of Education offers the Bachelor of Arts degree in the following teacher education programs: art (PK- 12), early childhood (PK-3), elementary (2-6), comprehensive special education (PK-12), deaf and hard of hearing (PK-12), intellectual disabilities (PK-12), learning disabilities (PK-12), English (9-12), mathematics (9- 12), science (biology or chemistry) (9-12), and social studies (9-12).

Bachelor of Music degree in music education (choral and instrumental) (PK-12), resides in the Petrie School of Music. This degree has a specific course of study. Details are in the Petrie School of Music Student Handbook and the Undergraduate Catalog. The Department of Art and Design offers the Bachelor of Arts in Art Education (PK-12). Details are in the Undergraduate Catalog. Full- time Converse faculty members teach a majority of the education courses in each program. Students interested in teaching as a career may complete one or more of the programs described in this section. Students who fulfill the requirements of one or more of these programs can meet the certification requirements for teachers in South Carolina and in several other states. Those who wish to teach on the secondary level complete a 30-hour minor (32 for science teachers) in secondary education to complement appropriate liberal arts major.

The teacher education certification program prepares teacher candidates to become well-qualified teachers and licensed professionals who possess knowledge and skills in innovative teaching methods and research-based practice. Candidates follow the teacher education program as outlined in the Teacher Education Handbook found on the Converse College website. Student teaching is the capstone experience for all teacher education programs.

All education majors must take the CORE PRAXIS (or have qualifying SAT/ACT scores) and PRAXIS

II examinations as well as the Principles of Learning and Teaching examination before graduation.

## Admission to Teacher Education

Teacher candidates should be familiar with the department website that contains descriptions of programs, 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 completion of EDU 360, Introduction to Education, and after you have met all of the following criteria:

1. Completion of 45 hours of coursework
2. 2.75 minimum cumulative GPA
3. Passing grade for first major clinical in their major program
4. Passing scores on the Core Praxis exams (reading, writing and math) or have qualifying SAT or ACT scores
5. Completion of required items on the Student Worklist in Livetext: (Livetext subscription, SLED check, Negative TB test, Negative Sex Offender Registry, Travel Form, Blood Borne Pathogens Test, Education Economic Development Test, and Phase II Interview Questions and Answers (within the same semester as EDU360)
6. Secondary Education minor candidates require 3.0 in content area courses.
7. Favorable faculty survey comments
8. Pass TED interview with committee
9. Statement of Disclosure-prior felony misdemeanor convictions

Resources are available to help a student prepare for the CORE PRAXIS exams. Admission to the Teacher Education Program is a prerequisite to enrolling in Benchmark II courses. For transfer students, Converse uses all attempted course work prior to enrollment at Converse and all course work at Converse to determine cumulative GPA. Converse will cancel a failing grade at another institution if a student retakes and passes a comparable course at Converse, and if the Registrar approves. Such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses.

During the senior year, students are eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her request for

placement by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her request for placement by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS Subject Assessments in the area of student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the department webpage at [www.converse.edu](http://www.converse.edu), on the South Carolina State Department website: <https://ed.sc.gov> and from departmental staff. Generally, the applications for certification are due to the Education Department by February 15, a year in advance of Fall Term student teaching, and by June 15, a year in advance of Spring Term student teaching. Passing scores on both the CORE PRAXIS and the appropriate PRAXIS Subject Assessments are among the requirements for certification. Because test requirements change, students should consult the State Department website: <https://ed.sc.gov> to be sure they register for the appropriate PRAXIS II test(s). Students must request that the Educational Testing Service submit their scores for CORE PRAXIS and PRAXIS Subject Assessments both to Converse and to the South Carolina State Department of Education.

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

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

Graduation requirements but not a separate course:

- First Year Seminar

- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see GEP requirements in this catalog.*

Course work in all major and minor teacher education programs includes instruction in the use of computer technology and software, SC Academic Standards and SC Safe School Climate Act. Before student teaching, students must complete two sequential, incremental clinical experiences and SCTS4.0 training. The two clinical experiences include at least 100 hours of participation. Teacher candidates complete work and projects throughout their major coursework aligned with the South Carolina EXPANDED ADEPT, including the Teacher Work Sample. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS Subject Assessments in the area of student teaching.

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

### **Required GPA for a Bachelor of Arts degree within all majors in the Department of Education.**

In order to graduate, teacher candidates must have a Converse GPA of at least 2.0 in the major courses listed on their Program Worksheets and in any completed electives with prefixes of EDU and SED.

### **American Sign Language (ASL) Minor**

This minor provides students with a foundation in ASL along with opportunities to understand topics related to Deaf History and Culture. Students also have opportunities throughout all of the courses to interact with the local Deaf Community (at the South Carolina School for the Deaf and the Blind or in the community setting). The skills learned in this minor could benefit students who plan to work with members of the Deaf Community in a business, vocations, or residential school setting.

A Minor in American Sign Language consists of 18 credit hours:

**Type:** Minor

#### Required Courses

Item #	Title	Credits
SED 385	AMERICAN SIGN LANGUAGE I	3
SED 390	AMERICAN SIGN LANGUAGE II	3
SED 391	AMERICAN SIGN LANGUAGE III	3
SED 392	AMERICAN SIGN LANGUAGE IV	3
SED 394	AMERICAN SIGN LANGUAGE V	3
SED 265	DEAF HISTORY AND CULTURE	3
<b>Total credits:</b>		<b>18</b>

#### Bachelor of Arts: Child and Family Studies

The Child and Family Studies major produces well-qualified graduates interested in working with organizations for the betterment of children and families in their communities. The major allows students who are interested in working with children and families to gain knowledge and experiences conducive to future employment in many private and public organizations with a vision of improving life for all citizens. Students wishing to pursue the major should meet with the program director as soon as possible to plan their program of study. Although the major is housed within the Education Department, graduates of the major do not complete the requirements for state teacher certification upon graduation.

**Type:** Bachelor of Arts, BA

#### Required Courses

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
EDU 305	BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
PSY 100	GENERAL PSYCHOLOGY	3
ART 311	ART FOR THE CHILD	3
EDU 450	INTERNSHIP IN CHILD AND FAMILY STUDIES	3

#### Elective Selection

Complete three courses from the following:

Item #	Title	Credits
PSY 211	BEHAVIOR MODIFICATION	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 302	PSYCHOLOGY OF WOMEN	3
PSY 370	CHILD ABUSE AND NEGLECT	3
FIN 200	PERSONAL FINANCE	
HCA 206	HEALTHCARE COMMUNICATIONS	3
MUE 370	MUSIC FOR THE CHILD	3
PHI 200	PHILOSOPHICAL ETHICS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
<b>Total credits:</b>		<b>30</b>

#### Bachelor of Arts with a Comprehensive Special Education Major

The comprehensive special education block major, designed to prepare special education teacher candidates in grades PK-12, includes 69 hours of coursework in intellectual disabilities, learning disabilities, emotional disabilities, and elementary education. Teacher candidates complete an approved program in intellectual disabilities or learning disabilities and the add-on requirements for certification in the additional areas.

Beginning in Fall 2020, all comprehensive special education majors must pass the PRAXIS II Core exams required for certification in the area of special education in which they are planning to student teach in order to be placed in a student

teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

Directed student teaching will be in intellectual disabilities or learning disabilities. It is particularly important that students who choose this major confer with the Education Department at the earliest possible date.

### Student Learning Outcomes

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. 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.

**Type:** Bachelor of Arts, BA

### Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 361	LANGUAGE DEVELOPMENT AND DISABILITIES	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 382a	CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES	3
SED 382b	CLINICAL II: PRACTICUM IN LEARNING DISABILITIES	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
	SED 412f or 412g	12
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3



EDU 378	READING AND LEARNING STRATEGIES	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3

### Recommended Electives

Item #	Title	Credits
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 370	CHILD ABUSE AND NEGLECT	3
ART 355	SURVEY OF ART THERAPY	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
<b>Total credits:</b>		<b>76</b>

### Bachelor of Arts with a Special Education: Deaf and Hard of Hearing Major

This program is designed to offer comprehensive course work for educating students who are deaf and hard of hearing in grades PK-12. The major includes the courses required for add-on certification in elementary education (grades 2-6). Student teaching is arranged at the South Carolina School for the Deaf and the Blind or in deaf and hard of hearing classes in area public schools. Beginning in Fall 2020, all special education: deaf and hard of hearing majors are required to pass the PRAXIS Subject Assessments required for certification in Deaf and Hard of Hearing, in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

The Deaf and Hard of Hearing Program, along with the South Carolina School for the Deaf and the Blind and the Spartanburg County Hearing Impaired Program, have a Professional Development School partnership. The purpose of this collaborative agreement is to provide opportunities for sharing joint responsibility for pre-service teacher preparation. Faculty from the partnership programs assist in developing, planning, and teaching selected courses and classes, serve as consultants and mentors, and participate in planning and reviewing the curriculum.

### Student Learning Outcomes

1. Candidates create safe, inclusive, and culturally responsive learning environments so deaf and hard of hearing students can develop emotional well-being, positive social interactions, and self determination.
2. Candidates analyze how deafness interacts with development and learning in order to select, adapt, and use a repertoire of evidence based instructional strategies, including specialized curricula, to advance active learning for deaf and hard of hearing students.
3. Candidates analyze multiple assessment and data-sources when making educational decisions for deaf or hard of hearing students.
4. Candidates collaborate with families, other educators, related service providers, students, and personnel from community agencies in professional and culturally responsive ways to address the needs of deaf and hard of hearing students.

**Type:** Bachelor of Arts, BA

## Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 350	FOUNDATIONS DEAF AND HARD OF HEARING	3
SED 353	AUDIOLOGY AND SPOKEN LANGUAGE DEVELOPMENT	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 357	READING ASSESSMENT AND INSTRUCTION: DHH	3
SED 359	LANGUAGE ASSESSMENT AND INSTRUCTION: DHH	3
SED 382d	CLINICAL II: PRACTICUM IN DEAF AND HARD OF HEARING	4
SED 393	SIMULTANEOUS SIGNED/ SPOKEN COMMUNICATION	3
SED 394	AMERICAN SIGN LANGUAGE V	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
SED 458	METHODS AND PROCEDURES: DEAF AND HARD OF HEARING	3
SED 412d	DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING	12
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 378	READING AND LEARNING STRATEGIES	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>71</b>

## Bachelor of Arts with a Special Education: Intellectual Disabilities Major

The program provides preparation leading to certification in the area of intellectual disabilities. Instruction in special education, elementary education, and psychology is designed to give the teacher candidates a strong background for work with students with intellectual disabilities. Beginning in Fall 2020, all special education: intellectual disabilities majors are required to pass the PRAXIS Subject Assessments required for certification in Intellectual Disabilities in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

The major includes the add-on requirements for certification in elementary education.

### Student Learning Outcomes

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. 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.

**Type:** Bachelor of Arts, BA

## Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 361	LANGUAGE DEVELOPMENT AND DISABILITIES	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 382a	CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
SED 412g	DIRECTED STUDENT TEACHING: INTELLECTUAL DISABILITIES	12
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 378	READING AND LEARNING STRATEGIES	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3

## Recommended Electives

Item #	Title	Credits
SED 382b	CLINICAL II: PRACTICUM IN LEARNING DISABILITIES	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 370	CHILD ABUSE AND NEGLECT	3
ART 355	SURVEY OF ART THERAPY	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
<b>Total credits:</b>		<b>67</b>

## Bachelor of Arts with a Special Education: Learning Disabilities Major

Instruction in special education, elementary education, and psychology is designed to give teacher candidates a strong background for work with learning disabilities in grades PK-Directed student teaching is arranged in area public schools. Beginning in Fall 2020, all special education: learning disabilities majors are required to pass the PRAXIS Subject Assessments required for certification in Special Education: Learning Disabilities, in order to be placed in a student teaching setting. Additional certification may be possible by completing specified courses and obtaining passing scores on the PRAXIS II examinations. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change. The major includes the add-on requirements for certification in elementary education.

### Student Learning Outcomes

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. 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.

**Type:** Bachelor of Arts, BA

### Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 361	LANGUAGE DEVELOPMENT AND DISABILITIES	3
SED 382b	CLINICAL II: PRACTICUM IN LEARNING DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
SED 412f	DIRECTED STUDENT TEACHING: LEARNING DISABILITIES	12
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 378	READING AND LEARNING STRATEGIES	3

### Recommended Electives

Item #	Title	Credits
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 382a	CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 370	CHILD ABUSE AND NEGLECT	3
ART 355	SURVEY OF ART THERAPY	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
<b>Total credits:</b>		<b>64</b>

### Bachelor of Arts with an Early Childhood Education Major

The early childhood major is a program for students interested in working with children in pre-kindergarten through third grade. This program leads to PK-3 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for PK-3 children, and information about the child's social, emotional, physical, and intellectual development. Beginning in Fall 2020, all early childhood majors are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

### Student Learning Outcomes

1. Candidates will analyze child development and learning.
2. Candidates will examine family and community relationships.

- Candidates will observe, document, and assess to support young children and families.
- Candidates will employ developmentally effective approaches.
- Candidates will use content knowledge to build meaningful curriculum.

**Type:** Bachelor of Arts, BA

### Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Majors in early childhood must also complete two sequential, incremental clinicals. In the first clinical, EDU 101 they observe and work with an individual child in grades 1-2 on reading instruction. In the second clinical, EDU 102, the students work in an early childhood setting and plan, organize, and implement instruction with groups of young children. The students' transcripts will reflect the completion of these clinicals.

Item #	Title	Credits
EDU 101	CLINICAL I: READING	1
EDU 102	CLINICAL II: EARLY CHILDHOOD EDUCATION	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 305	BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD	3
EDU 307	READING AND LANGUAGE IN THE EARLY CHILDHOOD CLASSROOM	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 403	METHODS AND MATERIALS FOR EARLY CHILDHOOD	3
EDU 405	CURRICULUM FOR EARLY CHILDHOOD	3
EDU 409	ELEMENTARY CURRICULUM	3
EDU 412b	DIRECTED STUDENT TEACHING: EARLY CHILDHOOD	12
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3

### Course Selection

Choose one from the following:

Item #	Title	Credits
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
ART 311	ART FOR THE CHILD	3
MUE 370	MUSIC FOR THE CHILD	3
<b>Total credits:</b>		<b>49</b>

### Bachelor of Arts with an Elementary Education Major

The program in elementary education produces well-qualified elementary teachers for grades 2-6 and meets the majority of certification requirements in the states in which most Converse graduates prefer to teach. Students wishing to pursue this program should meet with an appropriate adviser as soon as possible. Beginning in Fall 2020 all elementary education majors are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

### Student Learning Outcomes

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

**Type:** Bachelor of Arts, BA

## Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Students in this major must complete all admission requirements for the Teacher Education Program and two sequential, incremental clinicals. In the first clinical, EDU 101, they observe and work with an individual child (usually in grades 1-2) on reading instruction. In the second clinical, EDU 103, they work with large group instruction in an elementary setting. The students' transcripts will reflect the completion of these clinicals.

Item #	Title	Credits
EDU 101	CLINICAL I: READING	1
EDU 103	CLINICAL II: ELEMENTARY EDUCATION	3
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 336	LANGUAGE ARTS: INTEGRATING INTERMEDIATE READING AND WRITING	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 361	CURRICULUM DESIGN AND CLASSROOM MANAGEMENT	3
EDU 372	DIAGNOSTICS...AND METHODS IN ELEMENTARY CLASSROOM	3
EDU 409	ELEMENTARY CURRICULUM	3
EDU 412a	DIRECTED STUDENT TEACHING: ELEMENTARY	12
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3

## Course Selection

Choose one from the following:

Item #	Title	Credits
ART 311	ART FOR THE CHILD	3
MUE 370	MUSIC FOR THE CHILD	3
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
<b>Total credits:</b>		<b>55</b>

## Minor in Emotional Business

The emotional disabilities minor consists of 18 hours of course work in special education and psychology. Students wishing to pursue this minor need to consult the program director about course schedules, course sequence, and clinicals. Special Education majors (other than Deaf/ Hard of Hearing) may not choose this minor.

## Required Courses

- This minor does not lead to certification for majors outside of the initial teacher education programs.
- SED 397, 398, 405: a clinical is required.
- SED 386c: this course is a clinical.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
	PSY 211 or SED 405	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>18</b>

## Secondary Education Minor

The program in secondary education gives teacher candidates of grades 9-12 professional competence and allows them to meet varying certification requirements. A student may complete secondary education as a minor by taking a sequence of 30 (32 for science teachers)

hours of approved courses in education and psychology. The secondary education teacher candidate must major in an appropriate academic area corresponding with the secondary school curriculum, i.e., biology, chemistry, English, mathematics, and for prospective social studies teacher candidates, either politics or history. Secondary education minors must complete the academic major requirements, all admission requirements for the Teacher Education Program, and the minor in education. Students interested in secondary teaching should declare their minor and meet with an education advisor in the Department of Education during their sophomore year. They must select a teaching area and follow a prescribed sequence of courses necessary for graduation and teacher certification. Beginning in Fall 2020, all teacher candidates are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. All teacher candidates pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

**Type:** Minor

## Required Courses

Teacher candidates may take only courses in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

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

Item #	Title	Credits
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
EDU 201	CLINICAL I: SECONDARY	3
EDU 202	CLINICAL II: CONTENT READING	0
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 412c	DIRECTED STUDENT TEACHING: SECONDARY	12
EDU 425	TEACHING OF READING: CONTENT AREAS	3

## Certification Area

One of the following courses appropriate for the certification area:

Item #	Title	Credits
EDU 331	SECONDARY CURRICULUM AND METHODS FOR MATHEMATICS	3
EDU 333	SECONDARY CURRICULUM AND METHODS FOR SCIENCE	3
EDU 334	SECONDARY CURRICULUM AND METHODS FOR SOCIAL STUDIES	3
EDU 335	SECONDARY CURRICULUM AND METHODS FOR ENGLISH LANGUAGE ARTS	3

## Additional Requirements

Additional requirements for science education  
Minor:

Item #	Title	Credits
EDU 387	LABORATORY SCIENCE MANAGEMENT- READING	2
<b>Total credits:</b>		<b>32</b>

## English

- LAURA FEITZINGER BROWN, chair
- ANITA ROSE, associate chair
- EMILY HARBIN
- RICHARD MULKEY
- SUSAN TEKULVE
- ERIN TEMPLETON

## Mission and Goals

The Department of English offers a Bachelor of Arts with a major in English, a Bachelor of Arts with a concentration in creative writing, a minor in English, and a Bachelor of Fine Arts with a major in Creative and Professional Writing.

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

## Degree Student Learning Outcomes

At the completion of their degree, students will

1. demonstrate a familiarity with literary periods, genres and significant authors,
2. deploy theoretical approaches using secondary sources in an effective manner, produce a work of extended written literary criticism,
3. demonstrate the ability to effectively communicate in an oral presentation.

The Bachelor of Fine Arts (BFA) in English offers advanced study and practice in the composition of Creative and Professional Writing. The

program strives to create a broadly diverse environment necessary to foster creative and critical thinking, and reading and writing skills. In addition to the BFA track, students may pursue a BA degree with a concentration in Creative and Professional Writing. In the spring semester of senior year, students in both tracks enroll in English 498, the capstone course for BFA and BA Concentration students.

## Fine Arts Student Learning Outcomes

At the completion of the Bachelor of Fine Arts degree, students will demonstrate

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

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

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

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

Graduation requirements but not a separate course:

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



- For more information see the [GEP requirements](#) in this catalog.

## Major and Minor GPA Calculation for Department of English

A minimum GPA of 2.0 is required to earn the following in the Department of English:

- Bachelor of Arts with an English Major
- Bachelor of Arts with an English major and a concentration in Creative Writing
- Bachelor of Fine Arts with a Creative Writing Major
- Minor in English.

The major GPA includes all courses taken in the English department at the level of 200 or higher, including all major or minor requirements as well as courses required for any major or minor taken outside of the department. Transfer credits from other institutions do not figure into the required calculation for major and minor GPAs.

### Bachelor of Arts with an English Major

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

**Type:** Bachelor of Arts, BA

#### Required Courses

Item #	Title	Credits
ENG 201	MAJOR BRITISH WRITERS I	3
ENG 202	MAJOR BRITISH WRITERS II	3
ENG 203	SURVEY OF AMERICAN LITERATURE I	3
ENG 204	SURVEY OF AMERICAN LITERATURE II	3
	ENG 290 or 292	3

#### Approved Course in a Major Author

Complete one of the following:

Item #	Title	Credits
ENG 301	CHAUCER	3
ENG 320	SHAKESPEARE	3
ENG 325	STUDIES IN A SINGLE AUTHOR	3

### American Literature

Complete one additional course in American Literature

### British Literature

Complete one course in British Literature before 1900

### Literary Criticism

*Should be taken the semester after English major is declared*

Item #	Title	Credits
ENG 394	LITERARY CRITICISM	3

### Electives

### Seminar

Item #	Title	Credits
ENG 496	BA SENIOR SEMINAR	3
<b>Total credits:</b>		<b>36</b>

### Bachelor of Arts with an English Major and Concentration in Creative Writing

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

**Type:** Bachelor of Arts, BA

#### Required Courses

Item #	Title	Credits
ENG 201	MAJOR BRITISH WRITERS I	3
ENG 202	MAJOR BRITISH WRITERS II	3
ENG 203	SURVEY OF AMERICAN LITERATURE I	3
ENG 204	SURVEY OF AMERICAN LITERATURE II	3

### American Literature

Complete one additional course in American Literature

## Major Author

Complete one approved course in a major author:

Item #	Title	Credits
ENG 301	CHAUCER	3
ENG 320	SHAKESPEARE	3
ENG 325	STUDIES IN A SINGLE AUTHOR	3

## British Literature

Complete one British Literature course before 1900

## Literary Criticism

*Should be taken semester after English major is declared*

Item #	Title	Credits
ENG 394	LITERARY CRITICISM	3

## Creative Writing

Item #	Title	Credits
ENG 292	INTRODUCTION TO CREATIVE WRITING	3
ENG 392	CREATIVE WRITING: POETRY	3
ENG 393	CREATIVE WRITING: FICTION	3

## Selection

Choose one of the following:

Item #	Title	Credits
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
ENG 398	CREATIVE WRITING NONFICTION	3
ENG 397	SPECIAL TOPICS IN WRITING	3

## Seminar

Item #	Title	Credits
ENG 498	BFA SENIOR SEMINAR	3
<b>Total credits:</b>		<b>39</b>

## Bachelor of Fine Arts with a Creative and Professional Writing Major

The Bachelor of Fine Arts degree with a creative and professional writing major will provide serious, aspiring women writers an intensive and

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

**Type:** Bachelor of Fine Arts, BFA

## Core Writing

- ENG 292 is the prerequisite for all 300 level creative writing courses in fiction and poetry

Item #	Title	Credits
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
ENG 292	INTRODUCTION TO CREATIVE WRITING	3
ENG 391	FEATURE WRITING	3
ENG 392	CREATIVE WRITING: POETRY	3
ENG 393	CREATIVE WRITING: FICTION	3
ENG 498	BFA SENIOR SEMINAR	3

## Writing Electives

Complete three courses from the following:

- ENG 493 may not be repeated for credit toward major

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 290	ADVANCED COMPOSITION	3
ENG 397	SPECIAL TOPICS IN WRITING	3
ENG 398	CREATIVE WRITING NONFICTION	3
ENG 491	ADVANCED TUTORIAL IN FICTION	3
ENG 492	ADVANCED TUTORIAL IN POETRY	3
ENG 493	PUBLICATIONS/MEDIA INTERNSHIP	3
THR 391	PLAYWRITING	3

## English Selection

Complete two courses from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 201	MAJOR BRITISH WRITERS I	3
ENG 202	MAJOR BRITISH WRITERS II	3
ENG 203	SURVEY OF AMERICAN LITERATURE I	3
ENG 204	SURVEY OF AMERICAN LITERATURE II	3

## Required Literature

- Six hours selected from 300 level courses (one course must be from before 1900, British or American)

## Art Requirement

Complete one of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ART 124	GRAPHIC DESIGN I	3
<b>Total credits:</b>		<b>42</b>

## English Minor

The department also encourages the election of English as a minor. Students who follow this course must complete a minimum of 18 hours of coursework above the 100 level. Although the

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

**Type:** Minor

**Total credits: 18**

## Women's Studies Minor

- CATHY JONES, director

The women's studies minor will enhance Converse students' ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of coursework. WST 200 and six elective courses are required. One elective course may be a cognate course.

Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

**Type:** Minor

## Introduction

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
WST 200	INTRODUCTION TO WOMEN'S STUDIES	3

## Electives

Choose six from the following:

Item #	Title	Credits
ART 315	WOMEN AND ART	3
BIO 270	HUMAN SEXUALITY	3
ECN 326	LABOR ECONOMICS	3
ENG 370	WOMEN WRITERS	3
FRN 314	SPECIAL TOPICS	3
SPN 314	SPECIAL TOPICS	3
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
HPE 355	ISSUES IN WOMEN'S HEALTH	
HST 345	WOMEN IN AMERICAN HISTORY	3
POL 317	GENDER AND POLITICS	3
PSY 302	PSYCHOLOGY OF WOMEN	3
SOC 306	THE FAMILY	3
<b>Total credits:</b>		<b>21</b>

## Ensembles and Chamber Music

### Bachelor of Arts with a Music Major Student Learning Outcomes

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will advocate for their art and themselves as artists.

**Type:** Bachelor of Arts, BA

## Required Courses

- MUH 100: 6 terms
- MUA 101: Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

Item #	Title	Credits
	Ensemble (4 terms)	4
	MUA 100 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (5)	5
	MUA 300 (5)	5
MUA 485	SENIOR PROJECT	0
MUH 100	CONCERT ATTENDANCE	0
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1

## Recommended Coursework

One of the following is strongly recommended for all voice students.

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN AND ENGLISH DICTION	2
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2

## Required General Education

Language and Culture (through 201 level of language)	9 hours
MTH 108 or higher	3 hours
Activity course from PE or Dance	1-2 hours
Humanities (2 different areas)	6 hours
Literature	3 hours
Natural Science (2 courses from 2 different disciplines)	7-8 hours
Social Sciences (2 courses in different areas)	6 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see GEP requirements in this catalog.*

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

- A second major or a minor is recommended

**Total credits: 120**

## Bachelor of Music with a Performance Major, Wind Instruments

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

## Required Courses

- MUA 401, 403, 490, MUE 341 and 343 meet the experiential learning requirement
- 6 terms of MUH 100

Item #	Title	Credits
	Ensembles (8 Terms)	8
	Ensemble (8 terms)	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other Requirements

Language and Culture 101, 102, 201 9 hours  
 HPE Activity course from PE or Dance 1-2 hours  
 General Education Electives 9 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## General Education Program Electives

**Total credits: 124**

## Minor in Music

**Type:** Minor

## Required Courses

- MUH 100: 2 terms
- MUA 100: Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies.
  - Please see the Music Handbook for jury requirements.

Item #	Title	Credits
	Ensembles (2 Terms)	2
MUA 100	Performance Studies	4
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
	Music History Elective	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1

## Music Elective

**Total credits: 23**

## French

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

## Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### French Minor

Languages, Cultures and Literatures Minor

A minor in French, German Studies, or Hispanic Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
FRN 202	INTERMEDIATE FRENCH	3
FRN 303	A SURVEY OF FRENCH LITERATURE I	3
FRN 304	A SURVEY OF FRENCH LITERATURE II	3

### French Electives

- Complete three electives from 300 and 400 level French courses

**Total credits: 18**

### General Education

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

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

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

Courses that are available for general education credit and which may also be taken for credit in the major, minor, or a career preparation area

may be used to satisfy both requirements. Courses that satisfy a GEP requirement are indicated **by an asterisk (\*) in this catalog.**

GEP requirements in place at the time a student is admitted will be valid for a period of eight years from the date of the last enrollment.

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

## Category I: Skills

### A. Written Communication

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

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

Item #	Title	Credits
ENG 101	COMPOSITION	3
ENG 290	ADVANCED COMPOSITION	3

## B. Language and Culture

1. Proficiency at the third semester level in one of the following languages: ASL, French, German, Italian, or Spanish. Students must have upon entrance, or achieve at Converse, a competence equal to that achieved by completing three semesters of language at the college level.

Exemption is possible via:

- a score of 4 or higher on the AP exam in a foreign language AND passing required written and oral placement tests (credit awarded); or a score of 4 or higher in a course completed within the International Baccalaureate Program AND passing required written and oral placement tests (credit awarded); or 3 or 4 years of language in high school AND passing required written and oral placement tests administered by Converse (no credit awarded);
- placement at the intermediate (3rd semester) level is determined by: a score of 3 on the AP exam in a foreign language AND a written placement test administered by Converse (credit awarded); or by the number of years completed in high school and the written placement test (no credit awarded);
- students are strongly advised against registering for the next level in a foreign language without having earned a grade of C- or higher in the prerequisite course(s).

## C. Quantitative Reasoning

1. Mathematics 108 or higher, or exempt.

Exemption is possible via:

- a score of 3 or higher on one of the AP math exams (credit awarded);
- a score of 4 or higher in a course completed within the International Baccalaureate Program (credit awarded);
- an exemption exam administered by Converse (no credit awarded).

2. One course making substantial use of mathematical, logical, or computational reasoning. Designations for such courses are indicated in the Undergraduate Catalog.

Item #	Title	Credits
MTH 108	FINITE MATHEMATICS	3



## D. Health and Well-Being

1. One 2-hour or 3-hour wellness course. Designations for such courses are indicated in the Undergraduate Catalog.
2. One 1-hour or 2-hour activity course from among PE or dance.  
Exemption Policy: Students 24 years of age or older at the time of admission to Converse are excused from the health and well-being requirement.  
Students may also exempt one physical education activity class based upon fulfilling one of the conditions listed below:
  - verification of participation in a school-sponsored competitive sport for four years with a letter from the coach of the team. Evidence for exemption must be presented no later than the end of the freshman year.
  - verification of participation in an intercollegiate sport, Dance Ensemble, or Tarpon Sharks for one year with a letter from the coach/director in the area.
  - verification of participation and completion with a passing grade of the Army ROTC Physical Training Program conducted at Wofford College.

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**Total credits:** **0**

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## Category II: Perspectives

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

### A. Humanities

Two courses from [history](#), [philosophy](#), [religion](#), [women's studies](#) or [humanities](#).

### B. Literature

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

## C. Fine Arts

Two history or appreciation courses from art, design, dance, film, music or theatre. (No studio or applied courses)

## D. Natural Sciences

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

## Social Science

Two courses from [economics](#), [politics](#), [psychology](#), or [sociology](#), anthropology or geography.

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**Total credits:** **28-36**

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## Category III: Other Requirements

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

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

## German Studies

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
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### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
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The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science	7-8 hours
Social Science	6 hours
<b>Total</b>	<b>49-52 hours</b>

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial

Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### Bachelor of Arts in German Studies

#### Student Learning Outcomes

1. Students will demonstrate proficiency in German (B2 level) according to the Common European Framework of Reference for Languages.
2. Students will evaluate artifacts and developments in the cultural history of German-speaking Central Europe with sensitivity to their aesthetic, sociopolitical, and multicultural contexts.
3. Students will produce clear written communication through texts that are supported by scholarly analysis and evidence.
4. Students will demonstrate awareness of similarities and differences between their own culture and those of German-speaking Central Europe.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

The requirements for the major are as follows:

**Type:** Bachelor of Arts, BA

#### Required Course

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GER 202	INTERMEDIATE GERMAN	3

#### Selection

Complete three courses from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GER 302	CONTEMPORARY GERMANY	3
GER 303	GERMAN LITERARY STUDIES	3
GER 304	GERMAN CINEMA STUDIES	3
GER 305	GERMAN INTELLECTUAL HISTORY	3

#### Seminar

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GER 499	SENIOR SEMINAR	3

## Additional Electives at the 300–400 Level

- Allowance of two courses with a substantial Germanic component in other departments for the major only.

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**Total credits: 30**

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## German Studies Minor

### Languages, Cultures and Literatures Minor

A minor in French, German Studies, or Hispanic Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Minor

### Required Course

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GER 202	INTERMEDIATE GERMAN	3

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### Selection

Choose three courses from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GER 302	CONTEMPORARY GERMANY	3
GER 303	GERMAN LITERARY STUDIES	3
GER 304	GERMAN CINEMA STUDIES	3
GER 305	GERMAN INTELLECTUAL HISTORY	3

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### German Studies Electives

- Select two electives from 300 and 400 level German courses

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**Total credits: 18**

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## Health and Physical Education

### Mission

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

## Requirements and Recommendations

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

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

Students are required to take HPE 255: Introduction to Fitness and Wellness or one of the following or BIO 105 Human Biology; BIO 150 SP: Nutrition; PSY 350: SP: Body Image; PSY 350: SP: Women's Wellbeing; PSY 280: Health Psychology; or PSY 281: Yoga and stress management, and one activity course. The activity course is selected from one of three areas: team sport, individual sport, or dance. HPE 256: Concepts and Approaches also includes the activity requirement. Courses are graded conventionally and will be counted in the grade average of the student. Dance courses are listed in the Department of Theatre and Dance section of the Catalog.

Students who are not safe in deep water are encouraged to take a swimming course. Beyond the one course physical education requirement, a student will be allowed to take 10 additional physical education activity courses. Only three of these additional courses will count toward the total of 120 hours required for graduation.

### Pre-Occupational Therapy

Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs. It is also to student's advantage to research the field of occupational therapy (OT) through internships or volunteer work. Some schools give credit to applicants who have completed a minimum of 30 hours of volunteer/work experience in OT with proper documentation of service and performance completed and signed by the supervising OT practitioner.

Requirements for admission to the occupational therapy program vary. Students will need to contact individual programs for their specific requirements. To apply for entry-level Master or Doctor of Occupational Therapy, the student should have completed the following general education requirements: English, Mathematics,

Introductory Biology, and Humanities courses. The following prerequisite courses must be completed by the application deadline:

- Science courses should include laboratory work

Statistics

Chemistry

Physics

Biology

Human Anatomy

Human Physiology

General Psychology

Human Growth and Development

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**Total credits: 41**

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### Women's Studies Minor

- CATHY JONES, director

The women's studies minor will enhance Converse students' ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of coursework. WST 200 and six elective courses are required. One elective course may be a cognate course.

Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

**Type:** Minor

### Introduction

Item #	Title	Credits
WST 200	INTRODUCTION TO WOMEN'S STUDIES	3

### Electives

Choose six from the following:

Item #	Title	Credits
ART 315	WOMEN AND ART	3
BIO 270	HUMAN SEXUALITY	3
ECN 326	LABOR ECONOMICS	3
ENG 370	WOMEN WRITERS	3
FRN 314	SPECIAL TOPICS	3
SPN 314	SPECIAL TOPICS	3
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
HPE 355	ISSUES IN WOMEN'S HEALTH	
HST 345	WOMEN IN AMERICAN HISTORY	3
POL 317	GENDER AND POLITICS	3
PSY 302	PSYCHOLOGY OF WOMEN	3
SOC 306	THE FAMILY	3
<b>Total credits:</b>		<b>21</b>

## Healthcare Administration

The major in Healthcare Administration (HCA) is designed for students in the expanding and increasingly complex healthcare management field. The program goes beyond traditional business administration studies to include challenging courses focused on healthcare management topics. Students will also explore the field through internships and capstone experiences which will further prepare students for careers or graduate study.

Students majoring in HCA will be exposed to many aspects of the changing healthcare environment, such as policy, regulations, ethics, technology, and delivery systems. Association and interaction with faculty and with professionals in the healthcare industry will help prepare majors for careers in the fast-paced field.

The mission of the Healthcare Administration program at Converse is to prepare students for employment in the healthcare administration industry or entrance to graduate school.

Students earning a Bachelor of Arts with a major in Healthcare Administration will achieve the following program level student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing
2. Students will evaluate and analyze data to solve problems and make business and financial decisions in a healthcare context.
3. Students will demonstrate fundamental knowledge of the functional areas of business.
4. Students will analyze general ethical and legal issues within a healthcare administration context.

### Bachelor of Arts with a Healthcare Administration Major

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3. Students will demonstrate fundamental knowledge of the functional areas of business.

4. Students will analyze general ethical and legal issues within a healthcare administration context.

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
ECN 300	DESCRIPTIVE AND INFERENCE STATISTICS	4
ECN 380	HEALTHCARE ECONOMICS AND POLICY	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 212	ACCOUNTING PRINCIPLES II	3
BAD 340	MARKETING PRINCIPLES	3
HCA 206	HEALTHCARE COMMUNICATIONS	3
HCA 230	INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP	3
HCA 350	HEALTHCARE DELIVERY SYSTEMS	3
HCA 360	INFORMATICS AND TECHNOLOGY	3
HCA 430	COMMUNITY AND POPULATION HEALTH	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
HCA 470	HEALTHCARE FINANCE AND ACCOUNTING	3
HCA 471	FACILITY PLANNING AND THE ENVIRONMENT OF CARE	3
HCA 499	HEALTHCARE INTERNSHIP	3-6
<b>Total credits:</b>		<b>49-52</b>

### Healthcare Administration Minor

The Healthcare Administration minor will expose students to the basics of the healthcare administration field and how the provision of healthcare services affects not only patients but also patients' families, insurance companies, communities, and national policy. Legal and ethical issues and healthcare policy issues are also part of the minor. The minor is an excellent way to increase student employability and understanding of the relationship between the

provision of healthcare services and those members of the community receiving healthcare services.

The Healthcare Administration minor is comprised of 21 credit hours of coursework including the following:

**Type:** Minor

### Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
HCA 206	HEALTHCARE COMMUNICATIONS	3
HCA 230	INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP	3
HCA 350	HEALTHCARE DELIVERY SYSTEMS	3

### Selection

Choose three courses from the following:

Item #	Title	Credits
ECN 380	HEALTHCARE ECONOMICS AND POLICY	3
HCA 360	INFORMATICS AND TECHNOLOGY	3
HCA 430	COMMUNITY AND POPULATION HEALTH	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
HCA 470	HEALTHCARE FINANCE AND ACCOUNTING	3
<b>Total credits:</b>		<b>21</b>

### Pre-Dentistry

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information..Required prerequisite courses for prospective dental students generally include:

Majoring in science is not a must, but completion of pre-dental science requirements is necessary.

Take the DAT (<http://www.ada.org/en/education-careers/dental-admission-test>) at least a year prior to seeking admission to dental school. Completion of at least one year of college level courses in biology, general chemistry and organic chemistry is recommended before taking the DAT. Dental office shadowing experience is highly recommended.

Early application to the dental school is important. Apply for admission at least a year in advance of the planned enrollment date. Information on application deadlines and application forms can be obtained at the following website: <http://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>.

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact individual dental schools for specific prerequisite information..Required prerequisite courses for prospective dental students generally include:

General Chemistry

Organic Chemistry

Physics

Biology or Zoology

English

Mathematics

Science Electives

- Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology, etc.

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**Total credits: 52**

### Pre-Health Professions

- EDNA STEELE, adviser

Department of Biology, Chemistry and Physics  
Pre- Health Professions Programs are designed

to assist students planning to attend medical, dental, and veterinary schools. They also assist students who have interests in physical therapy, occupational therapy, physician assistant programs and other health-oriented careers. Students are provided assistance in course selection so as to tailor their academic experience to the requirements of the various programs. Students are also encouraged to participate in related internship experiences.

These programs are not majors. Although most pre-health professions students major in biology, chemistry, or biochemistry, these programs are open to students with any major. The programs do not appear on a student's academic record. Students in these programs seek the advice of the adviser or someone designated by the adviser, and they research the entrance requirements for specific programs.

## Pre-Medicine

Science courses should include laboratory work.

Honors, independent study, a well-rounded sampling of extra curricular activities, and research work are highly encouraged as these activities demonstrate scholarly, in-depth, and lifelong learning skills. Additional upper-level biology and chemistry coursework is recommended, as it will help to prepare the student for the Medical College Admission Test (MCAT). It is desirable to have the required coursework completed at the end of the junior year, and to take the entrance exams during the summer between the junior and senior year. For admission, both the GPA and MCAT scores are critical. Clinical experience through either internships or volunteer work is also highly recommended.

Early application to medical school is important. Information on application deadlines and application forms the following website: <https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/deciding-where-apply/medical-school-admission-requirements/>

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. The required courses vary depending on the school. To find school-specific

requirements, refer to the Medical School Requirement Website. Most schools require the following:

General Chemistry

Organic Chemistry

Biochemistry

Physics

Biology or Zoology  
(Cell Biology highly recommended)

Algebra and Calculus

English

Psychology

**Total credits:**

**51**

## Pre-Occupational Therapy

Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs. It is also to student's advantage to research the field of occupational therapy (OT) through internships or volunteer work. Some schools give credit to applicants who have completed a minimum of 30 hours of volunteer/work experience in OT with proper documentation of service and performance completed and signed by the supervising OT practitioner.

Requirements for admission to the occupational therapy program vary. Students will need to contact individual programs for their specific requirements. To apply for entry-level Master or Doctor of Occupational Therapy, the student should have completed the following general education requirements: English, Mathematics, Introductory Biology, and Humanities courses. The following prerequisite courses must be completed by the application deadline:

- Science courses should include laboratory work

Statistics

Chemistry

Physics

Biology

Human Anatomy

Human Physiology

General Psychology

Human Growth and Development

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**Total credits: 41**

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### Pre-Physician Assistant

Requirements for admission to the physician assistant program vary. Students will need to contact individual programs for their specific requirements. A baccalaureate degree obtained from accredited institution of higher education is required prior to matriculation. Health care experience is recommended and in some cases required. In addition, some programs require direct patient care while others accept shadowing health care professionals. Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs, although most programs report 3.5 average GPA. The American Academy of Physician Assistants maintains a website [aapa.org](http://aapa.org) that explains the profession, career opportunities and programs offered in the United States of America. Applicants to the program are generally required to complete the following prerequisite courses prior to admission:

- Science courses should include laboratory work

Statistics or Biostatistics

General Chemistry

Organic Chemistry or Biochemistry

Biology

Human Anatomy

Human Physiology

Microbiology

Medical Terminology

Human Growth and Development

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**Total credits: 34**

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## Hispanic Studies

Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.



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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### Bachelor of Arts in Hispanic Studies

#### Student Learning Outcomes

1. Students will demonstrate proficiency in Spanish (Intermediate High level) according to the ACTFL proficiency guidelines.

2. Students will evaluate developments in the cultural history of Spain/Spanish America with sensitivity to their multicultural, sociopolitical, and literary contexts.
3. Students will produce clear written communication through texts that are supported by scholarly analysis and evidence.
4. Students will demonstrate awareness of similarities and differences between their own culture and those of Spain/Spanish America.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Bachelor of Arts, BA

#### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SPN 202	INTERMEDIATE SPANISH	3
	Spanish Selection	3
SPN 300	SPANISH PENINSULAR CULTURE	3
SPN 301	LATIN AMERICAN CULTURE	3
SPN 304	SURVEY OF SPANISH LITERATURE: AN INTRODUCTION TO THE SPANISH MIND	3
SPN 305	SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS	3
SPN 499	SENIOR SEMINAR	3

#### Additional Electives

- Allowance of either SPN 400 or HIS 477 for the major only.

**Total credits: 30**

### Hispanic Studies Minor

#### Languages, Cultures and Literatures Minor

A minor in French, German Studies, or Hispanic Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

**Type:** Minor

## Required Course

Item #	Title	Credits
SPN 202	INTERMEDIATE SPANISH	3

## Spanish Option

Complete one from the following:

Item #	Title	Credits
SPN 203	SPANISH FOR HERITAGE SPEAKERS	3
SPN 205	CONVERSATION AND COMPOSITION	3
SPN 302	CONVERSING AND WRITING ON SPANISH AND LATIN AMERICAN LITERATURES	3
SPN 303	CONVERSING AND WRITING ON THE PROFESSIONS	3

## Spanish Selections

Complete three courses from the following:

Item #	Title	Credits
SPN 300	SPANISH PENINSULAR CULTURE	3
SPN 301	LATIN AMERICAN CULTURE	3
SPN 304	SURVEY OF SPANISH LITERATURE: AN INTRODUCTION TO THE SPANISH MIND	3
SPN 305	SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS	3

## Spanish Elective

- Complete one elective from 300 and 400 level Spanish courses

**Total credits: 18**

## History

- JOE P. DUNN, chair
- ANGELA E. ELDER
- JEFFREY POELVOORDE
- JOHN M. THEILMANN
- EDWARD C. WOODFIN

## Department Mission Statement

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

## Student Learning Outcomes for History Majors

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

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

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

requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## History Major

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

### Policy for Calculation of Major GPA History

The required GPA to graduate with a history major or minor is 2.0. The major or minor GPA calculation includes all courses taken under the designation History, no matter how many courses that may be. If a course is designated as cross-listed between history and politics and it is counted toward a history major, it is included in the major or minor GPA calculation, even if it was taken under the designation Politics. A student must have a 2.0 GPA in the major to enroll in the Senior Seminar and must pass the Senior Seminar to graduate with a history major (see the Senior Seminar course listing below).

**Type:** Bachelor of Arts, BA

## Required Courses

Complete the following:

Two upper-level (300-400) European history courses	6 hours
Two upper-level (300-400) American history courses	6 hours
One upper-level (300-400) non-Western or World history	3 hours

Item #	Title	Credits
HST 480	SENIOR SEMINAR	3

## History Electives

- Complete 18 required hours of history electives.

Internships do not count toward the 36-hour minimum major requirements. Students who double major in history and politics may count no more than two departmental cross-listed courses toward each major, and they only take the Capstone course once. Except with specific department permission, no more than three courses taken at any place other than at Converse, including courses taken at Wofford, may count toward the minimum hours for the major.

Transfer students and students on approved study abroad programs (with prior authorization) may be given more latitude on this provision.

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**Total credits: 36**

## History Minor

The history minor consists of a minimum of 21 credit hours of coursework, including four 300-400 courses, at least one each in American, European, and Non-Western history. The capstone course is not required..

**Type:** Minor

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**Total credits: 21**

## Pre-Law

- JEFFREY J. POELVOORDE, adviser

Department of History and Politics Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong

conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, history, politics, philosophy, religion, sociology or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the pre-law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions that have proven to be good preparation in the past.

Item #	Title	Credits
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
	PHI 100 or 180	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
HST 201, 202	AMERICAN HISTORY	

Recommended Upper Division courses to be taken sophomore through senior years:

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history, economics, etc; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

Item #	Title	Credits
POL 335	CONSTITUTIONAL LAW	3
POL 448	PUBLIC ADMINISTRATION	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
HST 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
BAD 351	AMERICAN LEGAL SYSTEM AND CONTRACTS	3
BAD 352	BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW	3
BAD 353	LABOR AND HUMAN RELATIONS LAW	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 326	LABOR ECONOMICS	3
	BAD/ECN 300 or POL 303	3
<b>Total credits:</b>		<b>45</b>

### Women's Studies Minor

- CATHY JONES, director

The women's studies minor will enhance Converse students' ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of coursework. WST 200 and six elective courses are required. One elective course may be a cognate course.

Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

**Type:** Minor

### Introduction

Item #	Title	Credits
WST 200	INTRODUCTION TO WOMEN'S STUDIES	3

### Electives

Choose six from the following:

Item #	Title	Credits
ART 315	WOMEN AND ART	3
BIO 270	HUMAN SEXUALITY	3
ECN 326	LABOR ECONOMICS	3
ENG 370	WOMEN WRITERS	3
FRN 314	SPECIAL TOPICS	3
SPN 314	SPECIAL TOPICS	3
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
HPE 355	ISSUES IN WOMEN'S HEALTH	
HST 345	WOMEN IN AMERICAN HISTORY	3
POL 317	GENDER AND POLITICS	3
PSY 302	PSYCHOLOGY OF WOMEN	3
SOC 306	THE FAMILY	3
<b>Total credits:</b>		<b>21</b>

### Interior Design

- BOONE HOPKINS, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

### Arts Foundations: Creativity that Works

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100: INTERDISCIPLINARY ARTS FOUNDATIONS I
- ATM 200: INTERDISCIPLINARY ARTS FOUNDATIONS II

### Department of Art and Design

- SUSANNE GUNTER, chair
- ANDREW BLANCHARD
- MARY CARLISLE
- NICOLE DE ARMENDI
- ANDREA ELLIOTT
- MEIRAV GOLDHOUR
- MICHAEL MASSENGALE
- ERIN SANDERS
- JENA THOMAS
- LAURA ZEISLER

### Mission

The mission of the Department of Art and Design is to provide for our students a dynamic visual art and design education that fosters creativity and scholarship, develops skills and nurtures appreciation of the visual arts.

1. To best serve our majors the Department of Art and Design has established the following goals:
2. To provide a comprehensive curriculum that is built upon a strong foundation in studio art, art history, and current trends within the various fields of study.

3. To incorporate critical thinking and creative expression in all areas of study.
4. To provide external educational experiences that enrich the overall learning process.
5. To promote skill proficiency in the use of innovative equipment and techniques.
6. To provide career advisement and guidance for students.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts study, and membership in professional organizations. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers in the arts.

### Degree Programs and Accreditations

Accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA), the Department of Art and Design offers both the Bachelor of Arts degree and the Bachelor of Fine Arts degree. For the BA degree, students may choose a major in art history, art therapy, studio art, or art education. The Bachelor of Fine Arts degree is a content-laden degree in studio art or interior design. Early declaration of a Bachelor of Fine Arts major is required due to the rigorous requirements of the programs. Students with majors in areas other than art may need to consult the Department of Art and Design chair for guidance in a double major or a minor in art history, studio art, or arts management.

### Calculation of GPA for degrees in the Department of Art

The GPA for the Bachelor of Arts with a major of Art Education major is calculated using all required courses for the major. Students must have a minimum GPA of 2.0 in the major to graduate, but must have at least a 2.75 cumulative GPA to enter the Teacher Education Program.

The GPA for the Bachelor of Arts with an Art History major, Art Therapy major, Studio Art major, BFA Studio Art major, and the BFA Interior Design major is calculated using all required courses for the major. The GPA for the Art History minor and Studio Art minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the major or minor to graduate.

### Minors

Minors are offered in art history and studio art, as well as an arts management minor, which is interdisciplinary between art, music, and theatre. The arts management minor is highly recommended for all majors in the School of the Arts. It is particularly useful for BA Studio Art, BA Art History, or BFA Studio Art degree majors.

Like all art and design minors, arts management is available to all Converse students. For complete information on the arts management minor, please refer to the section on Interdisciplinary Minors in this catalog.

All students majoring in the Department of Art and Design must take the Senior Seminar in their respective majors, and all majors except art history must take ART 415: Senior Exhibition during their senior year. These courses are designed to assist seniors in developing career preparation skills and in preparation for their senior graduation exhibitions.

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

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

### The Bachelor of Arts Degree Program

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

### Bachelor of Fine Arts with an Interior Design Major

#### Interior Design

The mission of the interior design program is to produce liberally educated professional designers qualified by their education to enhance the function and quality of interior spaces. Those who complete the requirements of this program will, through their knowledge of interior design principles, practices, and techniques, be able to make contributions to their society's quality of

life and productivity. Graduates of the program will be able to apply their knowledge to protect the health, safety, and welfare of the public they serve through their profession.

### Interior Design Program Goals

Upon graduation, the interior design major will:

1. Combine design theory, creativity and functionalism to develop effective interior solutions.
2. Create design solutions featuring human-centric design that responds to user needs and promotes health and well-being.
3. Justify their design decisions through written and verbal statements. Develop entry level design knowledge and skills.

### Student Learning Outcomes

1. Interior design majors will combine design theory, creativity and functionalism to develop effective interior solutions.
2. Interior design majors will create design solutions featuring human-centric design that responds to user needs and promotes health and well-being.
3. Interior design majors will justify their design decisions through written and verbal statements.
4. Interior design majors will utilize their knowledge and skills to complete entry level interior design responsibilities.

The interior design major, consisting of 74 credit hours, provides a professional program directed toward both the residential and commercial aspects of interior design. Course content features the creative design process, design theory, space planning, human-centric design, drawing software, graphics, finishes and furnishings, building systems, lighting, sustainable design, history of interiors, and professional practices. Students are able to document their learning and communicate with professional drawing and presentation formats.

Dedicated studios feature individual work stations with locking storage, computers, printers, print resources, and sample storage. Students use AutoCAD, Revit, SketchUP Pro, Photoshop, InDesign, and Microsoft Office. Students are required to have their laptops with AutoCAD and SketchUP, Podium and the Adobe Creative Suite software. See the computer and software recommendations on our Campus Technology website [http://www.converse.edu/office/campus-technology/computer-](http://www.converse.edu/office/campus-technology/computer-recommendations/)

[recommendations/](#). Interior design majors interact with professional designers and trade experts on and off campus through a variety of activities. Each interior design major completes a professional interior design work experience and the Center for Career Development supports this graduation requirement. Student memberships in professional organizations are encouraged.

**Type:** Bachelor of Fine Arts, BFA

### Required Courses

DES 482 and 485 fulfill the experiential learning requirement for degree program.

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
ART 113	DRAWING I	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 415	SENIOR EXHIBITION	1
DES 282	INTRODUCTION TO INTERIOR DESIGN	3
DES 283	SPACE PLANNING	3
DES 284	RESIDENTIAL DESIGN	3
DES 285	COMPUTER AIDED DESIGN	3
DES 286	ADVANCED COMPUTER AIDED DESIGN	3
DES 287	COLOR AND TEXTILE DESIGN	3
DES 289	INTERIOR CONSTRUCTION	3
DES 290	PRESENTATION SKILLS	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3
DES 383	CODES AND MATERIALS	3
DES 384	COMMERCIAL DESIGN I	3
DES 386	LIGHTING	3
DES 387	KITCHEN AND BATH DESIGN	3
DES 480	SENIOR SEMINAR	1
DES 481	ADVANCED INTERIOR DESIGN I	3
DES 482	ADVANCED INTERIOR DESIGN II	3
DES 483	BUSINESS AND PROFESSIONAL PRACTICE	3
DES 485	PROFESSIONAL DESIGN WORK EXPERIENCE	3
<b>Total credits:</b>		<b>71</b>

## Arts Management

- MARY CARLISE, coordinator

### Mission Statement

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

### Student Learning Outcomes

Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.

Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.

Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.

Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

### GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

**Type:** Minor

## Required Courses

- Complete three classes from the diverse departments

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ATM 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ACC 211	ACCOUNTING PRINCIPLES I	3

## Department of Art and Design

Choose at least one of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ART 100	ART APPRECIATION	3
ART 101	STUDIO ART APPRECIATION	3
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3



## Department of Theatre and Dance

Choose at least one of the following:

Item #	Title	Credits
DAN 190	HISTORY OF DANCE	3
THR 100	INTRODUCTION TO THEATRE	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3

## Petrie School of Music

Choose at least one of the following:

Item #	Title	Credits
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
<b>Total credits:</b>		<b>24</b>

## Mathematics

- JESSICA L. SORRELLS, chair
- PETER H. BROWN
- JOSEPH S. BARRERA
- AMANDA J. MANGUM

## Mathematics

The mission of the mathematics major is to provide the student with the opportunity to study the classical mathematics curriculum with the following student learning outcomes:

1. Students will demonstrate the perspectives and the analytical skills required for efficient use and understanding of mathematics,
2. Students will demonstrate the ability to read, communicate, and understand mathematical ideas in a variety of settings, both verbally and in writing, making use of numerical, graphical, and symbolic viewpoints,
3. Students will formulate and produce valid mathematical proofs, and

4. Students will demonstrate a basic historical perspective of mathematics.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

A student completing a bachelor's degree with a mathematics major must take a minimum of 35 credit hours of coursework above MTH 115.

## Calculation of GPA for Mathematics Major or Minor

To earn a degree in mathematics or complete a minor in mathematics a student must have a minimum GPA of 2.0 in all required mathematics coursework. Grades in required non-mathematics courses (CSC 201, CSC 202) are not included in the GPA calculation.

For the Bachelor of Arts degree, only twelve elective credits will be included in the GPA calculation. For the Bachelor of Science degree, only six elective credits will be included in the GPA calculation.

If the student has more than the minimum required number of elective credits, the credits with the highest grades will be used in the GPA calculation.

## Bachelor of Arts with a Major of Mathematics

**Type:** Bachelor of Arts, BA

## Required Courses

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3
MTH 220	CALCULUS AND ANALYTIC GEOMETRY III	3
MTH 351	LINEAR ALGEBRA	3
MTH 410	DIFFERENTIAL EQUATIONS	3
MTH 413	ABSTRACT ALGEBRA	3
MTH 499	SENIOR SEMINAR	1
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4

## Math Electives

- Complete 12 hours of MTH electives.
- Majors who plan to be certified as secondary teachers of mathematics must take MTH 311: Survey of Geometry as one of their electives.

**Total credits: 36**

## Bachelor of Science with a Major of Mathematics

**Type:** Bachelor of Science, BS

## Required Courses

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3
MTH 220	CALCULUS AND ANALYTIC GEOMETRY III	3
MTH 351	LINEAR ALGEBRA	3
MTH 400	REAL ANALYSIS	3
MTH 410	DIFFERENTIAL EQUATIONS	3
MTH 413	ABSTRACT ALGEBRA	3
MTH 423	PROBABILITY AND STATISTICS	3
MTH 499	SENIOR SEMINAR	1
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 202	DATA STRUCTURES	4

## Math Electives Level 200+

- Complete 6 hours of MTH electives at the 200 level or above with the approval of the department chair.
- Majors who plan to be certified as secondary teachers of mathematics must take MTH 311: Survey of Geometry as one of their electives.

**Total credits: 40**

## Data Science Minor

To earn a minor in data science, students must have a minimum GPA of 2.0 across all of their data science courses. Minor GPAs are based on the grades earned in all data science courses that count in the Converse GPA. Transfer credits from other institutions do not figure into the calculation for minor GPAs; approved data science courses taken at Wofford do count within the minor GPA, under the Converse-Wofford program.

The minor is very flexible and can be a profitable complement to any major in the College. Students in accounting, biology, business, chemistry, economics, or math will find it especially beneficial.

### **Type:** Minor

To minor in data science, a student must take six courses for a total of 19 credit hours. The minor requirements are as follows:

Item #	Title	Credits
MTH 117	Data Science I	3
MTH 118	Data Science II	3
	Mathematics and Statistics Option	3-4
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
	Two Electives Approved by Data Science program coordinator	6
<b>Total credits:</b>		<b>19-20</b>

## Mathematics Minor

A minor in mathematics consists of any 24 hours of mathematics credit excluding MTH 108. CSC 201 may also count toward the minor.

A student may not receive credit for any 100-level mathematics course if she has previously received credit (with a C- or higher) for a higher level mathematics course. Exceptions to this rule may be allowed with the approval of the department chair.

**Type:** Minor

**Total credits:** 24

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## Music Education

### Bachelor of Music with a Music Education Major, Choral

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by

February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff. Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals in either piano or voice.
2. The student will use the piano and or guitar as a tool to play accompaniments and demonstrate music skills and concepts effectively with her voice.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

## Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC 3 COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM 0	0
MUE 221	INTRODUCTION TO MUSIC 2 EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 351	FUNDAMENTALS OF 2 CONDUCTING	2
MUE 353	INTERMEDIATE 2 CONDUCTING: CHORAL TOPICS	2
MUE 423	CHORAL METHODS	3
MUE 460	STUDENT TEACHING IN 12 MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC 0 EDUCATION	0

## Instrumental Methods

Choose two of the following:

Item #	Title	Credits
MUE 321	BRASS TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1

## General Education and Other

### Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS 2 FOUNDATIONS I	2
HPE 255	INTRODUCTION TO 2 FITNESS AND WELLNESS	2
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	2
MUH 332	DIVERSE CULTURES AND 3 THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND 3 DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Education Major, Instrumental

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff. Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

#### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals of a principal instrument.
2. 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.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies and curriculum development in the creation of lesson plans.
- 4.
5. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

## Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 111.03 Voice	4
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM	0
MUE 221	INTRODUCTION TO MUSIC EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 321	BRASS TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 363	INTERMEDIATE CONDUCTING: INSTRUMENTAL TOPICS	2
MUE 421	INSTRUMENTAL METHODS	3

MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Performance Major, Wind Instruments

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

## Required Courses

- MUA 401, 403, 490, MUE 341 and 343 meet the experiential learning requirement
- 6 terms of MUH 100

Item #	Title	Credits
	Ensembles (8 Terms)	8
	Ensemble (8 terms)	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other

### Requirements

Language and Culture 101, 102, 201 9 hours  
 HPE Activity course from PE or Dance 1-2 hours  
 General Education Electives 9 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## General Education Program Electives

**Total credits: 124**

## Music History and Literature

### Bachelor of Arts with a Music Major

#### Student Learning Outcomes

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will advocate for their art and themselves as artists.

**Type:** Bachelor of Arts, BA

## Required Courses

- MUH 100: 6 terms
- MUA 101: Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

Item #	Title	Credits
	Ensemble (4 terms)	4
	MUA 100 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (5)	5
	MUA 300 (5)	5
MUA 485	SENIOR PROJECT	0
MUH 100	CONCERT ATTENDANCE	0
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1

## Recommended Coursework

One of the following is strongly recommended for all voice students.

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	2
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2

## Required General Education

Language and Culture (through 201 level of language)	9 hours
MTH 108 or higher	3 hours
Activity course from PE or Dance	1-2 hours
Humanities (2 different areas)	6 hours
Literature	3 hours
Natural Science (2 courses from 2 different disciplines)	7-8 hours
Social Sciences (2 courses in different areas)	6 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see [GEP requirements in this catalog](#).*

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

- A second major or a minor is recommended

**Total credits: 120**

## Bachelor of Music with a Composition Major

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles, forms, notations and mediums.
2. Students will be able to demonstrate fluency in current notation and composition technology.
3. Students will be able to demonstrate the ability to work with performers towards performance of composition.

**Type:** Bachelor of Music, BM



## Required Courses

- Composition Majors who exempt Class Piano requirements should replace those credits with applied study in a different performing area.

Item #	Title	Credits
	Ensembles (8 Terms)	8
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Music History Selection

Complete one of the following:

Item #	Title	Credits
MUH 331	MUSIC OF THE ROMANTIC ERA	3
MUH 333	MUSIC OF THE TWENTIETH CENTURY	3
MUH 441	MUSIC OF THE MIDDLE AGES AND RENAISSANCE	3
MUH 443	MUSIC OF THE BAROQUE AND CLASSIC ERAS	3

## Music Theory Requirements

- Composition Majors take either MUT 181-183 or MUT 353.

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 381	MUSIC COMPOSITION	2
MUT 383	MUSIC COMPOSITION	2
MUT 410	SENIOR RECITAL, MUSIC COMPOSITION	0
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 481	MUSIC COMPOSITION	3
MUT 483	MUSIC COMPOSITION	3

## Music Media Selection

Complete one of the following:

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Conducting

Item #	Title	Credits
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Electives

## Required Experimental Learning

Choose one of the following:

Item #	Title	Credits
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6
MUT 470	DIRECTED INDEPENDENT STUDY	1-3

## Required Courses in General Education Program

Language and Culture 101, 102, and 201 9 hours  
 One course designated as Quantitative reasoning 3-4 hours  
 HPE 1-2 hour activity course from PE or Dance 1-2 hours  
 Humanities Course 3 hours  
 Math or Science Elective 3-4 hours

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

**Total credits: 120**

## Bachelor of Music with a Contemporary Music Major

### Media Applications

This program incorporates creativity, performance and media applications. It consist of course work in music, a multidisciplinary core featuring internships, courses in entrepreneurship and media applications.

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles and mediums.
2. Students will be able to demonstrate knowledge of relevant historical and promotional practices.
3. Students will be able to demonstrate the ability to perform and work with performers towards performances of compositions.

**Type:** Bachelor of Music, BM

## Required Courses

Item #	Title	Credits
MEN 115	CREATIVE MUSIC ENSEMBLE	8
MUA 100	Performance Studies	4
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Contemporary Repertories

Item #	Title	Credits
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 210	SPECIAL TOPICS IN MUSIC	3

## Music Theory Requirements

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 291	COMPOSING WITH ELECTRONIC MEDIA	2
MUT 293	COMPOSING FOR FILM AND VIDEO GAMES	2

## Music Media

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Multidisciplinary Arts Core

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
	FYS 125: Art	3

## Digital Media

Choose from the following:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ART 224	GRAPHIC DESIGN II	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 235	WEB APPLICATIONS I	3
CSC 355	COMPUTER GRAPHICS	3

## Guided Internship

Choose from the following:

Item #	Title	Credits
MMD 450	MUSIC MEDIA INTERNSHIP	1-6
MUE 450	INTERNSHIP IN MUSIC EDUCATION	1-6
MUH 450	INTERNSHIP IN MUSIC HISTORY	1-6
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6

## Elective in other, non-music arts field

### General Education Requirements

Language and Culture 101, 102, 103	9 hours
Math or Science Elective	3-4 hours
Health and Well-being Wellness (PE or Dance)	2 hours
Humanities Elective	3 hours
Non-Arts Elective	3 hours
Social Science	3 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

<b>Total credits:</b>	<b>123</b>
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## Bachelor of Music with a Music Education Major, Choral

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff.

Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals in either piano or voice.
2. The student will use the piano and or guitar as a tool to play accompaniments and demonstrate music skills and concepts effectively with her voice.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

### Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM	0
MUE 221	INTRODUCTION TO MUSIC EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 353	INTERMEDIATE CONDUCTING: CHORAL TOPICS	2
MUE 423	CHORAL METHODS	3
MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## Instrumental Methods

Choose two of the following:

Item #	Title	Credits
MUE 321	BRASS TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Education Major, Instrumental

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff. Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals of a principal instrument.
2. 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.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies and curriculum development in the creation of lesson plans.
- 4.
5. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

### Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 111.03 Voice	4
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC 3 COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM 0	0
MUE 221	INTRODUCTION TO MUSIC 2 EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 321	BRASS TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 351	FUNDAMENTALS OF 2 CONDUCTING	2
MUE 363	INTERMEDIATE 2 CONDUCTING: INSTRUMENTAL TOPICS	2
MUE 421	INSTRUMENTAL METHODS 3	3

MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Therapy Major

Music therapy is the systematic application of music elements and interventions, facilitated by a certified music therapist in a health care or educational environment, to promote therapeutic change in clients/ students with a wide variety of disabilities and challenges. This professional degree program prepares students to meet entry-level competencies set by the American Music Therapy Association in order to prepare for professional practice in music therapy. Clinical and musical competencies are tracked throughout the program as part of the advising process. Students who successfully complete four years of coursework and a six-month internship at an approved healthcare facility will have met requirements to graduate and become eligible to sit for the national board certification examination administered by the Certification

Board of Music Therapists. Students are advised that additional licensure may be required to practice music therapy in some states.

An audition/interview is required before acceptance into the music therapy program. In order to enter into upper division coursework, and apply for the music therapy internship, students must pass the Functional Music Examinations I and II which are administered prior to enrolling in practicum (MTY and the music therapy internship (MTY 484), respectively. The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to insure that all AMTA competencies have been met.

## Student Learning Outcomes

1. Students will demonstrate musical competence for clinical use.
2. Students will apply music psychology and music therapy research to music therapy clinical work.
3. Students will design and implement music therapy processes for assigned field work populations.

**Type:** Bachelor of Music, BM

## Musicianship

- MUH 100 (6 Terms)

Item #	Title	Credits
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 323	PERCUSSION TECHNIQUES	1

## Musical Performance/Electives

Item #	Title	Credits
	Ensemble (4 terms)	4
MTY 254	MUSIC THERAPY ENSEMBLE	1
	MUA 100 (5)	5
	MUA 200 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MTY 261	PIANO APPLICATIONS IN MUSIC THERAPY	1
MUA 111	VOICE CLASS I	1
MTY 152	GUITAR CLASS I	1
MTY 252	GUITAR CLASS II	1

## Music Therapy/Clinical Foundations

MTY 250, 251, 381-483 and 484 meet experiential learning requirements.

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 250	CLINICAL PROCESSES I	2
MTY 251	CLINICAL PROCESSES II	1
MTY 253	MUSIC THERAPY METHODS AND MATERIALS	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 351	MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS	3
MTY 353	RESEARCH IN MUSIC THERAPY	2
MTY 451	MUSIC THERAPY WITH ADULT POPULATIONS	3
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 484	MUSIC THERAPY INTERNSHIP	3
PSY 204	ABNORMAL PSYCHOLOGY	3
MTY 381	MUSIC THERAPY PRACTICUM	2
MTY 383	MUSIC THERAPY PRACTICUM	2
MTY 481	MUSIC THERAPY PRACTICUM	2
MTY 483	MUSIC THERAPY PRACTICUM	2

## General Education and Other

### Requirements

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3
	MTH 113 or PSY 310	3-4
BIO 105	HUMAN BIOLOGY	4
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5
	HPE Approved Dance or PSY2281	

### Electives

The following courses are recommended electives:

Item #	Title	Credits
SED 385	AMERICAN SIGN LANGUAGE I	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
<b>Total credits:</b>		<b>131</b>

## Bachelor of Music with a Performance Major, Wind Instruments

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM



## Required Courses

- MUA 401, 403, 490, MUE 341 and 343 meet the experiential learning requirement
- 6 terms of MUH 100

Item #	Title	Credits
	Ensembles (8 Terms)	8
	Ensemble (8 terms)	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other

### Requirements

Language and Culture 101, 102, 201 9 hours  
 HPE Activity course from PE or Dance 1-2 hours  
 General Education Electives 9 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## General Education Program Electives

**Total credits: 124**

## Music History Concentration

This 12-hour concentration is offered as an elective music history concentration for undergraduate music majors pursuing Bachelor of Music or Bachelor of Arts degrees.

The student pursuing the concentration will select four 3-credit music history courses beyond the history core sequence.

Twelve credits to be chosen from the following:

**Type:** Concentration

## Course Selection

\* Since MUH 475 is a topics course, the course may be repeated for credit.

Item #	Title	Credits
MUH 299H	INTERDISCIPLINARY HONORS COURSE	3
MUH 451	SONG LITERATURE	3
MUH 453	PIANO LITERATURE	3
MUH 460	OPERA LITERATURE	3
MUH 463	ORCHESTRAL LITERATURE	3
MUH 475	SEMINAR IN MUSICOLOGY	3
MUH 480	DIRECTED INDEPENDENT STUDY	1-3
MUH 601	Bibliography	3
<b>Total credits:</b>		<b>12</b>

## Arts Management

- MARY CARLISE, coordinator

### Mission Statement

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

### Student Learning Outcomes

Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.

Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.

Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.

Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

## GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

**Type:** Minor

### Required Courses

- Complete three classes from the diverse departments

Item #	Title	Credits
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ATM 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ACC 211	ACCOUNTING PRINCIPLES I	3

## Department of Art and Design

Choose at least one of the following:

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ART 101	STUDIO ART APPRECIATION	3
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3

## Department of Theatre and Dance

Choose at least one of the following:

Item #	Title	Credits
DAN 190	HISTORY OF DANCE	3
THR 100	INTRODUCTION TO THEATRE	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3

## Petrie School of Music

Choose at least one of the following:

Item #	Title	Credits
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
<b>Total credits:</b>		<b>24</b>

## Minor in Music

**Type:** Minor

### Required Courses

- MUH 100: 2 terms
- MUA 100: Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies.
  - Please see the Music Handbook for jury requirements.

Item #	Title	Credits
	Ensembles (2 Terms)	2
MUA 100	Performance Studies	4
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
	Music History Elective	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1

## Music Elective

**Total credits: 23**

## Music Media

### Bachelor of Music with a Contemporary Music Major

#### Media Applications

This program incorporates creativity, performance and media applications. It consist of course work in music, a multidisciplinary core featuring internships, courses in entrepreneurship and media applications.

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles and mediums.
2. Students will be able to demonstrate knowledge of relevant historical and promotional practices.
3. Students will be able to demonstrate the ability to perform and work with performers towards performances of compositions.

**Type:** Bachelor of Music, BM

### Required Courses

Item #	Title	Credits
MEN 115	CREATIVE MUSIC ENSEMBLE	8
MUA 100	Performance Studies	4
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

### Contemporary Repertoires

Item #	Title	Credits
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 210	SPECIAL TOPICS IN MUSIC	3

## Music Theory Requirements

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 291	COMPOSING WITH ELECTRONIC MEDIA	2
MUT 293	COMPOSING FOR FILM AND VIDEO GAMES	2

## Music Media

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Multidisciplinary Arts Core

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
	FYS 125: Art	3

## Digital Media

Choose from the following:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ART 224	GRAPHIC DESIGN II	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 235	WEB APPLICATIONS I	3
CSC 355	COMPUTER GRAPHICS	3

## Guided Internship

Choose from the following:

Item #	Title	Credits
MMD 450	MUSIC MEDIA INTERNSHIP	1-6
MUE 450	INTERNSHIP IN MUSIC EDUCATION	1-6
MUH 450	INTERNSHIP IN MUSIC HISTORY	1-6
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6

Elective in other, non-music arts field

## General Education Requirements

Language and Culture 101, 102, 103	9 hours
Math or Science Elective	3-4 hours
Health and Well-being Wellness (PE or Dance)	2 hours
Humanities Elective	3 hours
Non-Arts Elective	3 hours
Social Science	3 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

**Total credits: 123**

## Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

## Music Theory and Composition

### Bachelor of Arts with a Music Major

#### Student Learning Outcomes

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will advocate for their art and themselves as artists.

**Type:** Bachelor of Arts, BA

#### Required Courses

- MUH 100: 6 terms
- MUA 101: Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

Item #	Title	Credits
	Ensemble (4 terms)	4
	MUA 100 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (5)	5
	MUA 300 (5)	5
MUA 485	SENIOR PROJECT	0
MUH 100	CONCERT ATTENDANCE	0
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1

## Recommended Coursework

One of the following is strongly recommended for all voice students.

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN 2 AND ENGLISH DICTION	
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2

## Required General Education

Language and Culture (through 201 level of language)	9 hours
MTH 108 or higher	3 hours
Activity course from PE or Dance	1-2 hours
Humanities (2 different areas)	6 hours
Literature	3 hours
Natural Science (2 courses from 2 different disciplines)	7-8 hours
Social Sciences (2 courses in different areas)	6 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see GEP requirements in this catalog.*

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

- A second major or a minor is recommended

**Total credits: 120**

## Bachelor of Music with a Composition Major

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles, forms, notations and mediums.
2. Students will be able to demonstrate fluency in current notation and composition technology.
3. Students will be able to demonstrate the ability to work with performers towards performance of composition.

**Type:** Bachelor of Music, BM

## Required Courses

- Composition Majors who exempt Class Piano requirements should replace those credits with applied study in a different performing area.

Item #	Title	Credits
	Ensembles (8 Terms)	8
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Music History Selection

Complete one of the following:

Item #	Title	Credits
MUH 331	MUSIC OF THE ROMANTIC ERA	3
MUH 333	MUSIC OF THE TWENTIETH CENTURY	3
MUH 441	MUSIC OF THE MIDDLE AGES AND RENAISSANCE	3
MUH 443	MUSIC OF THE BAROQUE AND CLASSIC ERAS	3

## Music Theory Requirements

- Composition Majors take either MUT 181-183 or MUT 353.

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 381	MUSIC COMPOSITION	2
MUT 383	MUSIC COMPOSITION	2
MUT 410	SENIOR RECITAL, MUSIC COMPOSITION	0
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 481	MUSIC COMPOSITION	3
MUT 483	MUSIC COMPOSITION	3

## Music Media Selection

Complete one of the following:

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Conducting

Item #	Title	Credits
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Electives

## Required Experimental Learning

Choose one of the following:

Item #	Title	Credits
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6
MUT 470	DIRECTED INDEPENDENT STUDY	1-3

## Required Courses in General Education Program

Language and Culture 101, 102, and 201	9 hours
One course designated as Quantitative reasoning	3-4 hours
HPE 1-2 hour activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Math or Science Elective	3-4 hours

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

**Total credits: 120**

## Bachelor of Music with a Contemporary Music Major

### Media Applications

This program incorporates creativity, performance and media applications. It consist of course work in music, a multidisciplinary core featuring internships, courses in entrepreneurship and media applications.

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles and mediums.
2. Students will be able to demonstrate knowledge of relevant historical and promotional practices.
3. Students will be able to demonstrate the ability to perform and work with performers towards performances of compositions.

**Type:** Bachelor of Music, BM

## Required Courses

Item #	Title	Credits
MEN 115	CREATIVE MUSIC ENSEMBLE	8
MUA 100	Performance Studies	4
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Contemporary Repertories

Item #	Title	Credits
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 210	SPECIAL TOPICS IN MUSIC	3

## Music Theory Requirements

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 291	COMPOSING WITH ELECTRONIC MEDIA	2
MUT 293	COMPOSING FOR FILM AND VIDEO GAMES	2

## Music Media

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Multidisciplinary Arts Core

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
	FYS 125: Art	3

## Digital Media

Choose from the following:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ART 224	GRAPHIC DESIGN II	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 235	WEB APPLICATIONS I	3
CSC 355	COMPUTER GRAPHICS	3

## Guided Internship

Choose from the following:

Item #	Title	Credits
MMD 450	MUSIC MEDIA INTERNSHIP	1-6
MUE 450	INTERNSHIP IN MUSIC EDUCATION	1-6
MUH 450	INTERNSHIP IN MUSIC HISTORY	1-6
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6

## Elective in other, non-music arts field

## General Education Requirements

Language and Culture 101, 102, 103	9 hours
Math or Science Elective	3-4 hours
Health and Well-being Wellness (PE or Dance)	2 hours
Humanities Elective	3 hours
Non-Arts Elective	3 hours
Social Science	3 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

**Total credits: 123**



## Bachelor of Music with a Music Education Major, Choral

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff.

Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals in either piano or voice.
2. The student will use the piano and or guitar as a tool to play accompaniments and demonstrate music skills and concepts effectively with her voice.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

## Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC 3 COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM	0
MUE 221	INTRODUCTION TO MUSIC 2 EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 351	FUNDAMENTALS OF 2 CONDUCTING	2
MUE 353	INTERMEDIATE 2 CONDUCTING: CHORAL TOPICS	2
MUE 423	CHORAL METHODS	3
MUE 460	STUDENT TEACHING IN 12 MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC 0 EDUCATION	0

## Instrumental Methods

Choose two of the following:

Item #	Title	Credits
MUE 321	BRASS TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1

## General Education and Other

### Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO 3 EDUCATION	3
EDU 425	TEACHING OF READING: 3 CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS 2 FOUNDATIONS I	2
HPE 255	INTRODUCTION TO 2 FITNESS AND WELLNESS	2
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	2
MUH 332	DIVERSE CULTURES AND 3 THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND 3 DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Education Major, Instrumental

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff. Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

#### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals of a principal instrument.
2. 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.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies and curriculum development in the creation of lesson plans.
- 4.
5. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

## Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 111.03 Voice	4
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC 3 COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM 0	0
MUE 221	INTRODUCTION TO MUSIC 2 EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 321	BRASS TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 351	FUNDAMENTALS OF 2 CONDUCTING	2
MUE 363	INTERMEDIATE 2 CONDUCTING: INSTRUMENTAL TOPICS	2
MUE 421	INSTRUMENTAL METHODS 3	3

MUE 460	STUDENT TEACHING IN 12 MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC 0 EDUCATION	0

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO 3 EDUCATION	3
EDU 425	TEACHING OF READING: 3 CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS 2 FOUNDATIONS I	2
HPE 255	INTRODUCTION TO 2 FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND 3 THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND 3 DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Therapy Major

Music therapy is the systematic application of music elements and interventions, facilitated by a certified music therapist in a health care or educational environment, to promote therapeutic change in clients/ students with a wide variety of disabilities and challenges. This professional degree program prepares students to meet entry-level competencies set by the American Music Therapy Association in order to prepare for professional practice in music therapy. Clinical and musical competencies are tracked throughout the program as part of the advising process. Students who successfully complete four years of coursework and a six-month internship at an approved healthcare facility will have met requirements to graduate and become eligible to sit for the national board certification examination administered by the Certification

Board of Music Therapists. Students are advised that additional licensure may be required to practice music therapy in some states.

An audition/interview is required before acceptance into the music therapy program. In order to enter into upper division coursework, and apply for the music therapy internship, students must pass the Functional Music Examinations I and II which are administered prior to enrolling in practicum (MTY and the music therapy internship (MTY 484), respectively. The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to insure that all AMTA competencies have been met.

### Student Learning Outcomes

1. Students will demonstrate musical competence for clinical use.
2. Students will apply music psychology and music therapy research to music therapy clinical work.
3. Students will design and implement music therapy processes for assigned field work populations.

**Type:** Bachelor of Music, BM

### Musicianship

- MUH 100 (6 Terms)

Item #	Title	Credits
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 323	PERCUSSION TECHNIQUES	1

### Musical Performance/Electives

Item #	Title	Credits
	Ensemble (4 terms)	4
MTY 254	MUSIC THERAPY ENSEMBLE	1
	MUA 100 (5)	5
	MUA 200 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MTY 261	PIANO APPLICATIONS IN MUSIC THERAPY	1
MUA 111	VOICE CLASS I	1
MTY 152	GUITAR CLASS I	1
MTY 252	GUITAR CLASS II	1

### Music Therapy/Clinical Foundations

MTY 250, 251, 381-483 and 484 meet experiential learning requirements.

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 250	CLINICAL PROCESSES I	2
MTY 251	CLINICAL PROCESSES II	1
MTY 253	MUSIC THERAPY METHODS AND MATERIALS	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 351	MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS	3
MTY 353	RESEARCH IN MUSIC THERAPY	2
MTY 451	MUSIC THERAPY WITH ADULT POPULATIONS	3
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 484	MUSIC THERAPY INTERNSHIP	3
PSY 204	ABNORMAL PSYCHOLOGY	3
MTY 381	MUSIC THERAPY PRACTICUM	2
MTY 383	MUSIC THERAPY PRACTICUM	2
MTY 481	MUSIC THERAPY PRACTICUM	2
MTY 483	MUSIC THERAPY PRACTICUM	2

General Education and Other Requirements

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3
	MTH 113 or PSY 310	3-4
BIO 105	HUMAN BIOLOGY	4
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5
	HPE Approved Dance or PSY2 281	

Electives

The following courses are recommended electives:

Item #	Title	Credits
SED 385	AMERICAN SIGN LANGUAGE I	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
<b>Total credits:</b>		<b>131</b>

Bachelor of Music with a Performance Major, Wind Instruments

Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

Required Courses

- MUA 401, 403, 490, MUE 341 and 343 meet the experiential learning requirement
- 6 terms of MUH 100

Item #	Title	Credits
	Ensembles (8 Terms)	8
	Ensemble (8 terms)	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other Requirements

Language and Culture 101, 102, 201 9 hours  
 HPE Activity course from PE or Dance 1-2 hours  
 General Education Electives 9 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## General Education Program Electives

**Total credits: 124**

## Music Theory Concentration

This 12-hour concentration is offered as an elective music theory concentration for undergraduate music majors pursuing Bachelor of Music or Bachelor of Arts degrees.

The student pursuing the concentration will select four 3-credit music theory courses beyond the theory core sequence (courses at the 300 or 400 level).

Twelve credits to be chosen from the following:

**Type:** Concentration

## Course Selection

- Although discontinued as a regular offering, the orchestration course remains listed and could be offered, pending demand and faculty availability
- Since MUT 475 is a topics course, the course may be repeated for credit.

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 470	DIRECTED INDEPENDENT STUDY	1-3
MUT 475	SEMINAR IN MUSICOLOGY	3
<b>Total credits:</b>		<b>12</b>

## Minor in Music

**Type:** Minor

## Required Courses

- MUH 100: 2 terms
- MUA 100: Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies.
  - Please see the Music Handbook for jury requirements.

Item #	Title	Credits
	Ensembles (2 Terms)	2
MUA 100	Performance Studies	4
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
	Music History Elective	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1

## Music Elective

**Total credits: 23**

# Music Therapy

## Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

## Bachelor of Music with a Music Therapy Major

Music therapy is the systematic application of music elements and interventions, facilitated by a certified music therapist in a health care or educational environment, to promote therapeutic change in clients/ students with a wide variety of disabilities and challenges. This professional degree program prepares students to meet entry-level competencies set by the American Music Therapy Association in order to prepare for professional practice in music therapy. Clinical and musical competencies are tracked throughout the program as part of the advising process. Students who successfully complete four years of coursework and a six-month internship at an approved healthcare facility will have met requirements to graduate and become eligible to sit for the national board certification examination administered by the Certification Board of Music Therapists. Students are advised that additional licensure may be required to practice music therapy in some states.

An audition/interview is required before acceptance into the music therapy program. In order to enter into upper division coursework, and apply for the music therapy internship,



students must pass the Functional Music Examinations I and II which are administered prior to enrolling in practicum (MTY and the music therapy internship (MTY 484), respectively. The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to insure that all AMTA competencies have been met.

### Student Learning Outcomes

1. Students will demonstrate musical competence for clinical use.
2. Students will apply music psychology and music therapy research to music therapy clinical work.
3. Students will design and implement music therapy processes for assigned field work populations.

**Type:** Bachelor of Music, BM

### Musicianship

- MUH 100 (6 Terms)

Item #	Title	Credits
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 323	PERCUSSION TECHNIQUES	1

### Musical Performance/Electives

Item #	Title	Credits
	Ensemble (4 terms)	4
MTY 254	MUSIC THERAPY ENSEMBLE	1
	MUA 100 (5)	5
	MUA 200 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MTY 261	PIANO APPLICATIONS IN MUSIC THERAPY	1
MUA 111	VOICE CLASS I	1
MTY 152	GUITAR CLASS I	1
MTY 252	GUITAR CLASS II	1

### Music Therapy/Clinical Foundations

MTY 250, 251, 381-483 and 484 meet experiential learning requirements.

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 250	CLINICAL PROCESSES I	2
MTY 251	CLINICAL PROCESSES II	1
MTY 253	MUSIC THERAPY METHODS AND MATERIALS	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 351	MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS	3
MTY 353	RESEARCH IN MUSIC THERAPY	2
MTY 451	MUSIC THERAPY WITH ADULT POPULATIONS	3
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 484	MUSIC THERAPY INTERNSHIP	3
PSY 204	ABNORMAL PSYCHOLOGY	3
MTY 381	MUSIC THERAPY PRACTICUM	2
MTY 383	MUSIC THERAPY PRACTICUM	2
MTY 481	MUSIC THERAPY PRACTICUM	2
MTY 483	MUSIC THERAPY PRACTICUM	2

## General Education and Other Requirements

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3
	MTH 113 or PSY 310	3-4
BIO 105	HUMAN BIOLOGY	4
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5
	HPE Approved Dance or PSY2 281	

## Electives

The following courses are recommended electives:

Item #	Title	Credits
SED 385	AMERICAN SIGN LANGUAGE I	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
<b>Total credits:</b>		<b>131</b>

## Music Therapy Equivalency Program

The equivalency program in music therapy allows students who have already obtained a Bachelor of Music degree in other areas to complete requirements in music therapy in order to be eligible to sit for the Board Certification Examination administered by the Certification Board for Music Therapists. Students are advised that additional licensure may be required to practice music therapy in some states. It is not a second Bachelor degree. Students are admitted to the program only after an audition /interview for the Music Therapy Program. Coursework for the Equivalency:

## Music Core

- These courses may be exempted by successful completion of the Functional Music Skills exams in piano, voice, and guitar.

Item #	Title	Credits
MUA 111	VOICE CLASS I	1
MTY 152	GUITAR CLASS I	1
MTY 252	GUITAR CLASS II	1
MTY 261	PIANO APPLICATIONS IN MUSIC THERAPY	1

## Music Therapy Core

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 250	CLINICAL PROCESSES I	2
MTY 251	CLINICAL PROCESSES II	1
MTY 253	MUSIC THERAPY METHODS AND MATERIALS	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 353	RESEARCH IN MUSIC THERAPY	2
MTY 381	MUSIC THERAPY PRACTICUM	2
MTY 383	MUSIC THERAPY PRACTICUM	2
MTY 481	MUSIC THERAPY PRACTICUM	2
MTY 483	MUSIC THERAPY PRACTICUM	2
MTY 451	MUSIC THERAPY WITH ADULT POPULATIONS	3
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 484	MUSIC THERAPY INTERNSHIP	3

## Clinical Foundation

Item #	Title	Credits
MTH 113	INTRODUCTION TO STATISTICS	4
PSY 100	GENERAL PSYCHOLOGY	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
BIO 105	HUMAN BIOLOGY	4
BIO 305	HUMAN AND COMPARATIVE ANATOMY	5

## Other Requirements

Any approved dance (DAN) course

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**Total credits: 63-64**

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## Nisbet Honors Program

### Nisbet Honors Program

- LAURA FEITZINGER BROWN, director, arts and humanities,
- WILLIAM CASE, director, science and education

The Nisbet Honors Program began in 2000 when Converse alumna Marian McGowan Nisbet '62 and her husband Olin established an endowment to support a full Honors Program.

The mission of the Nisbet Honors Program is to offer academically gifted students the challenge and community in which they may grow to their full potential. The Honors Program provides priority registration as well as opportunities to do independent research with faculty mentors, to take honors courses with other academically gifted students, to meet nationally known visiting scholars, to receive funding for study-travel, and to meet socially to discuss intellectually challenging topics. The program is designed to prepare academically gifted students for strong graduate programs in their chosen fields, for success in professional positions, and for balanced lives.

An unusual feature of the Nisbet Honors Program is its emphasis on interdisciplinary learning. Our interdisciplinary seminars have two faculty from

different fields in the classroom throughout the entire course. While learning how different disciplines approach the tasks of collecting and interpreting evidence, students learn to make sense of our complex world.

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

### Requirements

To complete the Nisbet Honors Program and be recognized at graduation, students must satisfy the following requirements in terms of academic achievement and coursework.

### Achievement

She must continue to perform well in her academic courses. Students who consistently achieve a GPA below 3.2 or who receive below a B- in two or more honors courses may be asked to leave the program. Students may not graduate from the Honors Program with a GPA below 3.2 and may not receive credit toward program completion for an honors course for which they receive a grade below C-.

### Coursework

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

- **Freshman Honors Seminar** (or, if the student enters after her freshman fall, another honors course to replace it)
- **Interdisciplinary Honors Seminar** Students who successfully complete Freshman Honors course take these small interdisciplinary courses. Professors from different fields team teach these courses. Recent offerings include "Mental Illness through Musical Theater" and "The 1960's in History and Music."
- **Junior Honors Seminar** (HON 399H) One credit, pass/fail, open to upperclassmen, with priority given to juniors and seniors.

- **Either a Senior Honors Thesis** (see below) or two more honors experiences (such as two additional honors courses, an honors directed independent study, an honors module or some combination of the above). Generally only one honors directed independent study or honors module counts toward program completion.

### Senior Honors Thesis

Completing a senior honors thesis allows a student to receive honors in her major area. It is one way that a student may complete the Nisbet Honors Program. Because of the distinction that honors in field conveys and the effort required, only exceptionally qualified and extremely committed students should attempt an honors project. To qualify, students must have an overall GPA of 3.25 and a GPA of 3.50 in her major field by the end of the Fall Term of her junior year.

The thesis enables qualified students to pursue additional independent and intensive work within their major area. Generally, the project will be a research paper that follows the discipline's guidelines for superior research. In creative fields, such as music, theater, and applied art, creative projects are appropriate. Interdisciplinary projects are also encouraged.

The project should be a substantial project planned so that it can be done in the time available using the resources available. The major evaluative criterion is the quality rather than the amount of work. A research paper should generally be from 20-40 pages. Departments using performance standards should establish criteria that require a substantial project of superior quality.

Because each department may have additional guidelines which supplement and further define the procedures and qualifications for honors work, no later than Fall Term of their junior year, honors students interested in an honors thesis must consult a faculty adviser and a Nisbet Honors Program co- director for additional guidance. Detailed guidelines and deadlines must be followed and are available from a program co- director. Music students should also consult with Petrie School of Music faculty.

Nisbet Honors Program students completing an Honors In Field project should register for six hours of "honors" or "thesis" credit during the senior year (usually split as three hours in fall and three hours in spring).

Many departments have a designated research course for this purpose; assigning grades for the thesis/honors courses is left to the department.

### Courses of Instruction

Item #	Title	Credits
199H	FRESHMAN HONORS SEMINAR	
299H	INTERDISCIPLINARY HONORS COURSE	
HON 300H	HONORS DIRECTED INDEPENDENT STUDY	3
HON 399H	JUNIOR HONORS SEMINAR 1	
HON 400H	HONORS THESIS	3
<b>Total credits:</b>		<b>7</b>

## Performance Studies

### Bachelor of Arts with a Music Major

#### Student Learning Outcomes

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.
2. Students will demonstrate the understanding of analytical, historical , and cultural issues in music.
3. Students will advocate for their art and themselves as artists.

**Type:** Bachelor of Arts, BA

## Required Courses

- MUH 100: 6 terms
- MUA 101: Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

Item #	Title	Credits
	Ensemble (4 terms)	4
	MUA 100 (5)	5
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (5)	5
	MUA 300 (5)	5
MUA 485	SENIOR PROJECT	0
MUH 100	CONCERT ATTENDANCE	0
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1

## Recommended Coursework

One of the following is strongly recommended for all voice students.

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	2
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2

## Required General Education

Language and Culture (through 201 level of language)	9 hours
MTH 108 or higher	3 hours
Activity course from PE or Dance	1-2 hours
Humanities (2 different areas)	6 hours
Literature	3 hours
Natural Science (2 courses from 2 different disciplines)	7-8 hours
Social Sciences (2 courses in different areas)	6 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience
  - *For more information see [GEP requirements in this catalog](#).*

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

- A second major or a minor is recommended

**Total credits: 120**

## Bachelor of Music with a Composition Major

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles, forms, notations and mediums.
2. Students will be able to demonstrate fluency in current notation and composition technology.
3. Students will be able to demonstrate the ability to work with performers towards performance of composition.

**Type:** Bachelor of Music, BM

## Required Courses

- Composition Majors who exempt Class Piano requirements should replace those credits with applied study in a different performing area.

Item #	Title	Credits
	Ensembles (8 Terms)	8
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Music History Selection

Complete one of the following:

Item #	Title	Credits
MUH 331	MUSIC OF THE ROMANTIC ERA	3
MUH 333	MUSIC OF THE TWENTIETH CENTURY	3
MUH 441	MUSIC OF THE MIDDLE AGES AND RENAISSANCE	3
MUH 443	MUSIC OF THE BAROQUE AND CLASSIC ERAS	3

## Music Theory Requirements

- Composition Majors take either MUT 181-183 or MUT 353.

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 381	MUSIC COMPOSITION	2
MUT 383	MUSIC COMPOSITION	2
MUT 410	SENIOR RECITAL, MUSIC COMPOSITION	0
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 481	MUSIC COMPOSITION	3
MUT 483	MUSIC COMPOSITION	3

## Music Media Selection

Complete one of the following:

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Conducting

Item #	Title	Credits
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Electives

## Required Experimental Learning

Choose one of the following:

Item #	Title	Credits
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6
MUT 470	DIRECTED INDEPENDENT STUDY	1-3

## Required Courses in General Education Program

Language and Culture 101, 102, and 201	9 hours
One course designated as Quantitative reasoning	3-4 hours
HPE 1-2 hour activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Math or Science Elective	3-4 hours

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

<b>Total credits:</b>	<b>120</b>
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## Bachelor of Music with a Contemporary Music Major

### Media Applications

This program incorporates creativity, performance and media applications. It consist of course work in music, a multidisciplinary core featuring internships, courses in entrepreneurship and media applications.

### Student Learning Outcomes

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles and mediums.
2. Students will be able to demonstrate knowledge of relevant historical and promotional practices.
3. Students will be able to demonstrate the ability to perform and work with performers towards performances of compositions.

**Type:** Bachelor of Music, BM

## Required Courses

Item #	Title	Credits
MEN 115	CREATIVE MUSIC ENSEMBLE	8
MUA 100	Performance Studies	4
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3

## Contemporary Repertories

Item #	Title	Credits
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 210	SPECIAL TOPICS IN MUSIC	3

## Music Theory Requirements

Item #	Title	Credits
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 281	MUSIC COMPOSITION	1.5
MUT 283	MUSIC COMPOSITION	1.5
MUT 291	COMPOSING WITH ELECTRONIC MEDIA	2
MUT 293	COMPOSING FOR FILM AND VIDEO GAMES	2

## Music Media

Item #	Title	Credits
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3

## Multidisciplinary Arts Core

Item #	Title	Credits
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
ATM 200	INTERDISCIPLINARY ARTS FOUNDATIONS II	1
	FYS 125: Art	3

## Digital Media

Choose from the following:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ART 224	GRAPHIC DESIGN II	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 235	WEB APPLICATIONS I	3
CSC 355	COMPUTER GRAPHICS	3

## Guided Internship

Choose from the following:

Item #	Title	Credits
MMD 450	MUSIC MEDIA INTERNSHIP	1-6
MUE 450	INTERNSHIP IN MUSIC EDUCATION	1-6
MUH 450	INTERNSHIP IN MUSIC HISTORY	1-6
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6

## Elective in other, non-music arts field

### General Education Requirements

Language and Culture 101, 102, 103	9 hours
Math or Science Elective	3-4 hours
Health and Well-being Wellness (PE or Dance)	2 hours
Humanities Elective	3 hours
Non-Arts Elective	3 hours
Social Science	3 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## Free Electives

<b>Total credits:</b>	<b>123</b>
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## Bachelor of Music with a Music Education Major, Choral

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff.



Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals in either piano or voice.
2. The student will use the piano and or guitar as a tool to play accompaniments and demonstrate music skills and concepts effectively with her voice.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

### Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM	0
MUE 221	INTRODUCTION TO MUSIC EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 351	FUNDAMENTALS OF CONDUCTING	2
MUE 353	INTERMEDIATE CONDUCTING: CHORAL TOPICS	2
MUE 423	CHORAL METHODS	3
MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## Instrumental Methods

Choose two of the following:

Item #	Title	Credits
MUE 321	BRASS TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Music Education Major, Instrumental

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE311
4. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
5. Successful completion of EDU 360;
6. Successful completion of Clinical I Experience;
7. A passing mark on the sophomore performance jury;
8. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at [converse.edu](http://converse.edu) and from departmental staff. Generally, the applications for certification are due by February 15, a year in advance of fall term student teaching, and by June 15, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

### Student Learning Outcomes

1. The student will demonstrate thorough competency in the technical fundamentals of a principal instrument.
2. 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.
3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies and curriculum development in the creation of lesson plans.
- 4.
5. The student will effectively lead performance based instruction in K-12 classrooms.

**Type:** Bachelor of Music, BM

### Required Courses

- Ensembles and MUE 460 meet the experiential learning requirement
- MUA 101: Piano majors substitute two years of Voice Class.
- Must include at least one year of an SATB ensemble.
- 6 terms of MUH 100
- 4 semesters of MUE 220a

Item #	Title	Credits
	Ensembles (7 Terms)	7
MUA 100	Performance Studies	4
MUA 200	Performance Studies	4
MUA 300	Performance Studies	4
MUA 400	Performance Studies	2
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 111.03 Voice	4
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUT 101	BASIC ELEMENTS OF MUSIC3 THEORY	3
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUT 353	INTRODUCTION TO MUSIC 3 COMPOSITION AND IMPROVISATION	3
MUE 220a	MUSIC EDUCATION FORUM 0	0
MUE 221	INTRODUCTION TO MUSIC 2 EDUCATION	2
MUE 311	GENERAL MUSIC, K-12	3
MUE 321	BRASS TECHNIQUES	1
MUE 323	PERCUSSION TECHNIQUES	1
MUE 331	STRING TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 351	FUNDAMENTALS OF 2 CONDUCTING	2
MUE 363	INTERMEDIATE 2 CONDUCTING: INSTRUMENTAL TOPICS	2
MUE 421	INSTRUMENTAL METHODS 3	3

MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0

## General Education and Other Requirements

Foreign Language 101-102*	6 hours
MTH 108 or higher	3 hours
HPE Activity course from PE or Dance	1-2 hours
Humanities Course	3 hours
Lab Sciences	4 hours
Social Sciences	3 hours

- *Must be a spoken language. American Sign Language will not satisfy this requirement.*

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>125</b>

## Bachelor of Music with a Performance Major, Wind Instruments

### Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of her primary performing specialty, both individually and collaboratively (as relevant to her specialty).
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will be able to advocate for their art and themselves as professional artists.

**Type:** Bachelor of Music, BM

## Required Courses

- MUA 401, 403, 490, MUE 341 and 343 meet the experiential learning requirement
- 6 terms of MUH 100

Item #	Title	Credits
	Ensembles (8 Terms)	8
	Ensemble (8 terms)	8
	MUA 100 (7)	7
MUA 101	PIANO CLASS I	1
MUA 102	PIANO CLASS II	0.5
MUA 103	PIANO CLASS III	1
	MUA 200 (7)	7
MUA 201	PIANO CLASS IV	1
MUA 202	PIANO CLASS V	0.5
MUA 203	PIANO CLASS VI	1
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
	MUA 300 (7)	7
MUA 390	JUNIOR RECITAL	0
	MUA 400 (7)	7
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
MUH 103	MUSIC HISTORY II	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
	300-400 Level Music History Elective	3
MUH 463	ORCHESTRAL LITERATURE	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 201	PRIVATE APPLIED TEACHING I	1
MUE 203	PRIVATE APPLIED TEACHING II	1
MUE 351	FUNDAMENTALS OF CONDUCTING	2

## Music Theory Selection

Choose two courses from the following:

Item #	Title	Credits
MUT 353	INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION	3
MUT 433	COUNTERPOINT	3
MUT 441	ORCHESTRATION	2
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3

## General Education and Other Requirements

Language and Culture 101, 102, 201 9 hours  
 HPE Activity course from PE or Dance 1-2 hours  
 General Education Electives 9 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
ATM 100	INTERDISCIPLINARY ARTS FOUNDATIONS I	2
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	2
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3

## General Education Program Electives

**Total credits: 124**

## Performance Certificate for Non-Performance Music Majors

Students enrolled in music majors and pursuing the Bachelor of Music degree in Music Education, Music Therapy, or Music Composition as well as the Bachelor of Arts in Music may earn a performance certificate by completing the following:

1. Take Private lessons for credit with the credit of 2-1-2 on a continuous basis throughout the degree program, whether or not those lesson are required for the chosen degree program.
2. Admission to the certificate will be contingent upon the approval of the full music faculty at the time of the 203 applied music exams.
3. Both junior and senior recitals are required with the same level of of recital length and repertoire as the performance majors.

4. The recitals will be adjudicated using the same standards required for a performance degree.

Upon successful completion of the above requirements a notation will be made on the academic transcript at the time of graduation.

**Type:** Certificate

**Total credits: 0**

## Minor in Music

**Type:** Minor

## Required Courses

- MUH 100: 2 terms
- MUA 100: Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies.
  - Please see the Music Handbook for jury requirements.

Item #	Title	Credits
	Ensembles (2 Terms)	2
MUA 100	Performance Studies	4
MUH 100	CONCERT ATTENDANCE	0
MUH 125	FIRST YEAR SEMINAR	3
	Music History Elective	3
MUT 101	BASIC ELEMENTS OF MUSIC THEORY	3
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1

## Music Elective

**Total credits: 23**

## Philosophy

- KEVIN DeLAPP, philosophy program coordinator
- JEFFREY H. BARKER

The study of philosophy involves conceptual analysis of the fundamental nature of reality, values, and knowledge. Students are challenged to reflect upon broad questions of human identity, meaning, and moral responsibility. Intercultural and historical perspectives are given particular attention, and student research is emphasized.

The program features courses in logic and critical thinking, ethics and other value-based inquiries as well as the exploration of different worldviews that have shaped societies throughout history and across the globe. Thus, studying philosophy is by nature interdisciplinary and complements the study of other areas in the humanities, arts, and sciences. For this reason, the program features many different courses that explore the theoretical underpinnings of other disciplines, such as the philosophy of art, the philosophy of math, the philosophy of education, and the philosophy of religion.

The General Education Program listed below is a requirement for all degrees.

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Bachelor of Arts with Philosophy Major

The Department of Religion and Philosophy offers a Bachelor of Arts degree with a major in philosophy. Students majoring in philosophy should develop some knowledge of the history and current state of the discipline, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. Studies leading to a philosophy major should also develop a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications.

## Student Learning Outcomes

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

## Major and Minor GPA calculation for Bachelor of Arts in Philosophy

To earn a major or minor in philosophy, students must have a minimum GPA of 2.0 across all of their philosophy courses. Minor and major GPAs are based on the grades earned in all PHI courses that count in the Converse GPA. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs; approved philosophy courses taken at Wofford do count within the major and minor GPA, under the Converse-Wofford program.

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

The major consists of 30 credit hours and the successful completion of the following courses:

**Type:** Bachelor of Arts, BA

## Logic or Critical Thinking

- Complete one course in logic or critical thinking.

## History of Philosophy

- Complete two courses in the history of philosophy

## Ethics or Value Theory

- Complete one course in ethics or value theory

## Electives

- Complete three additional electives at any level.

## Upper Division Electives

- Complete two additional courses at the 300 or 400 level.

## Seminar

Item #	Title	Credits
PHI 400	SENIOR CAPSTONE	3
<b>Total credits:</b>		<b>30</b>

## Philosophy Minor

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

Certain courses offered by other departments in the College, as well as certain philosophy courses offered at Wofford, may count toward the minor. Generally, no more than two such substitutions will be allowed. Courses for the minor program should be selected in consultation with the philosophy adviser.

The minor requirements are as follows:

**Type:** Minor

### 200 Level Elective

- At least one 200-level course

### 300 Level Elective

- At least one 300-level course

### Additional Electives

- Four additional elective courses (any level)

**Total credits:**

**18**

## Pre-Law

- JEFFREY J. POELVOORDE, adviser

Department of History and Politics Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, history, politics, philosophy, religion, sociology or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the pre-law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions that have proven to be good preparation in the past.

Item #	Title	Credits
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
	PHI 100 or 180	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
HST 201, 202	AMERICAN HISTORY	

Recommended Upper Division courses to be taken sophomore through senior years:

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history, economics, etc; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

Item #	Title	Credits
POL 335	CONSTITUTIONAL LAW	3
POL 448	PUBLIC ADMINISTRATION	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
HST 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
BAD 351	AMERICAN LEGAL SYSTEM AND CONTRACTS	3
BAD 352	BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW	3
BAD 353	LABOR AND HUMAN RELATIONS LAW	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 326	LABOR ECONOMICS	3
	BAD/ECN 300 or POL 303	3
	<b>Total credits:</b>	<b>45</b>

## Physics

### Department of Biology, Chemistry, and Physics

- WILLIAM CASE, chair
- DOUGLAS P. JENSEN, associate chair
- MAHDOKHT BEHRAVAN
- H. NEVAL ERTURK
- JENNIFER HAWK
- EDNA STEELE
- SHARON STRICKLAND
- ABREEOTTA WILLIAMS

### Mission

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific principles. The curricula are designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

### Degrees and Programs Offered

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification; students interested in this certification should discuss this with their advisors and the Department of Education as early as possible, as secondary certification requirements may not be identical to major requirements.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students with majors in the Department of Biology, Chemistry, and Physics participate in pre-health curricula, which are described in the Career and Pre-Professional Programs section of this catalog. These programs are not part of the majors, and the majors are not required for them.



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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course. Capstone experience.
- For more information see the [GEP requirements](#) in this catalog.

## Physics Minor

A physics minor requires 22 hours of coursework in physics, not including 100 level courses.

**Type:** Minor

## Physics Sequence

Complete one of the following:

Item #	Title	Credits
	Elements of Physics I and II	8
	Essentials of Physics I and II	8

## Physics Requirements

\* Complete two terms of PHY 310

Item #	Title	Credits
PHY 331	MODERN PHYSICS I	3
PHY 332	MODERN PHYSICS II	3
PHY 310	LABORATORY IN MODERN PHYSICS	1
PHY 310	LABORATORY IN MODERN PHYSICS	1

## Additional Physics Electives

Physics Electives must be at the 200 level or above.

**Total credits:**

**22**

## Pre-Pharmacy

- SHERRY STRICKLAND, adviser

Pre-pharmacy is a 2-, 3- or 4-year program required for admission to PharmD. Programs. The length of this pre-professional program will depend upon the abilities of the individual student, the pharmacy school of her choice, and her career goals. Pre-pharmacy students need to show a strong aptitude toward the sciences. Since pharmacy schools vary in their admission policies, a student should contact the school of her choice for its requirements.

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test, which does include some questions about human physiology, human anatomy and basic biochemistry.

The total semester hours that must be completed prior to matriculation is 66 hours which includes the following courses:

Required Courses	Hours
Biology	8
General Chemistry	8
Organic Chemistry	8
Microbiology	3
Human Anatomy	3
Human Physiology	3
Economics	3
English Composition	3
English Literature	3
Speech/Verbal Skills/Public Speaking	3
Statistics	3-4
Calculus	3-4
Physics	3-4
Psychology	3
Liberal Arts Electives	9

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test which does include some questions about human physiology, human anatomy and basic biochemistry.

## Politics

- JOE P. DUNN, chair
- ANGELA E. ELDER
- JEFFREY POELVOORDE
- JOHN M. THEILMANN
- EDWARD C. WOODFIN

### Department Mission Statement

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

### Politics

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

### Student Learning Outcomes for Politics Majors

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

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

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

### Politics Major

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

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

### TOTAL HOURS FOR BACHELOR OF ARTS WITH A POLITICS MAJOR

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

The major requirements are as follows:

**Type:** Bachelor of Arts, BA

## Government

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3

## National Affairs

Chooses two courses from the following (one must consist of the study of an institution):

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 301	THE AMERICAN CONGRESS	3
POL 308	SPECIAL STUDIES IN THE POLITICAL PROCESS	3
POL 311	THE AMERICAN PRESIDENCY	3
POL 333	SOUTHERN POLITICS	3
POL 335	CONSTITUTIONAL LAW	3
POL 350	ELECTIONS AND POLITICAL PARTIES	3
POL 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
POL 442	THE CIVIL RIGHTS ERA	3
POL 448	PUBLIC ADMINISTRATION	3

## Political Theory

Choose two courses from the following (one of which must be POL 300, 310, or 312):

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 300	SCRIPTURE AND POLITICS	3
POL 310	ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL THEORY	3
POL 312	EARLY MODERN AND MODERN POLITICAL THEORY	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 317	GENDER AND POLITICS	3
POL 415	SELECTED TOPICS IN POLITICAL THOUGHT	3

## Foreign Policy and International Relations Comparative Government

Choose three with at least one from each of the two categories. See course descriptions below for which courses correspond to each category:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 375	THE VIETNAM EXPERIENCE	3
POL 402	WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES	3
POL 405	STUDIES IN WORLD AFFAIRS	3
POL 420	MODERN RUSSIAN HISTORY AND POLITICS	3
POL 455	AMERICAN FOREIGN POLICY	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
POL 470	ISLAMIC AND MIDDLE EAST POLITICS	3

## Additional Electives

### Senior Seminar

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 480	SENIOR SEMINAR	3
<b>Total credits:</b>		<b>36</b>

## Politics Minor

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

**Type:** Bachelor of Arts, BA

## National Affairs

At least one course from the following:

Item #	Title	Credits
POL 301	THE AMERICAN CONGRESS	3
POL 308	SPECIAL STUDIES IN THE POLITICAL PROCESS	3
POL 311	THE AMERICAN PRESIDENCY	3
POL 333	SOUTHERN POLITICS	3
POL 335	CONSTITUTIONAL LAW	3
POL 350	ELECTIONS AND POLITICAL PARTIES	3
POL 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
POL 442	THE CIVIL RIGHTS ERA	3
POL 448	PUBLIC ADMINISTRATION	3

## Political Theory

At least one course from the following:

Item #	Title	Credits
POL 300	SCRIPTURE AND POLITICS	3
POL 310	ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL THEORY	3
POL 312	EARLY MODERN AND MODERN POLITICAL THEORY	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 317	GENDER AND POLITICS	3
POL 415	SELECTED TOPICS IN POLITICAL THOUGHT	3

## Foreign Policy and International Relations Comparative Government

At least two courses from the following:

Item #	Title	Credits
POL 375	THE VIETNAM EXPERIENCE	3
POL 402	WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES	3
POL 405	STUDIES IN WORLD AFFAIRS	3
POL 420	MODERN RUSSIAN HISTORY AND POLITICS	3
POL 455	AMERICAN FOREIGN POLICY	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
POL 470	ISLAMIC AND MIDDLE EAST POLITICS	3

## Politics Electives

Complete the remaining hours of coursework in politics:

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**Total credits: 21**

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## Pre-Law

- JEFFREY J. POELVOORDE, adviser

Department of History and Politics Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, history, politics, philosophy, religion, sociology or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the pre-law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions that have proven to be good preparation in the past.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
	PHI 100 or 180	3
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
HST 201, 202	AMERICAN HISTORY	

Recommended Upper Division courses to be taken sophomore through senior years:

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history, economics, etc; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
POL 335	CONSTITUTIONAL LAW	3
POL 448	PUBLIC ADMINISTRATION	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 465	COMPARATIVE GOVERNMENT AND POLITICS	3
HST 441	RECENT UNITED STATES, 1945 TO THE PRESENT	3
BAD 351	AMERICAN LEGAL SYSTEM AND CONTRACTS	3
BAD 352	BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW	3
BAD 353	LABOR AND HUMAN RELATIONS LAW	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 326	LABOR ECONOMICS	3
	BAD/ECN 300 or POL 303	3
<b>Total credits:</b>		<b>45</b>

Women's Studies Minor

- CATHY JONES, director

The women's studies minor will enhance Converse students' ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of coursework. WST 200 and six elective courses are required. One elective course may be a cognate course.

Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

**Type:** Minor

### Introduction

Item #	Title	Credits
WST 200	INTRODUCTION TO WOMEN'S STUDIES	3

### Electives

Choose six from the following:

Item #	Title	Credits
ART 315	WOMEN AND ART	3
BIO 270	HUMAN SEXUALITY	3
ECN 326	LABOR ECONOMICS	3
ENG 370	WOMEN WRITERS	3
FRN 314	SPECIAL TOPICS	3
SPN 314	SPECIAL TOPICS	3
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
HPE 355	ISSUES IN WOMEN'S HEALTH	
HST 345	WOMEN IN AMERICAN HISTORY	3
POL 317	GENDER AND POLITICS	3
PSY 302	PSYCHOLOGY OF WOMEN	3
SOC 306	THE FAMILY	3
<b>Total credits:</b>		<b>21</b>

## Psychology

- RICHARD KEEN, chair
- JANET R. LEFRANCIS
- MARIE LePAGE
- SHANNON MARTIN
- MONICA McCOY

- MARGARET MOORE
- CHRISTOPHER VARNON

### Mission

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

### Student Learning Outcomes:

1. Students will analyze and evaluate the procedures of experimental design and statistical analysis.
2. Students will be able to summarize the history of the discipline.
3. Students will be able to apply the principles of operant and respondent conditioning to animal and human behavior.
4. Students will be able to apply the major theories in psychology to identify normal | and abnormal behavior.
5. Students will write effectively in APA (American Psychological Association) style.

Students planning to major in psychology should declare the major by late in the spring of the sophomore year. The major is a two-year program of study involving prerequisites among several of the core courses. Majors are expected to stand the Area Concentration Achievement Tests in Psychology in the spring of the senior year. This is done as part of the College assessment program. The fee for the test is paid by the College.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Major and Minor Calculation for the Department of Psychology

In order to earn a minor or a major in psychology, students must have a minimum GPA of 2.0 across all of their psychology courses.

Minor and major GPAs are based on the grades earned in all psychology classes taken at Converse College.

Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

### Bachelor of Arts with a Psychology Major Major and Minor Calculation for the Department of Psychology

In order to earn a minor or a major in psychology, students must have a minimum GPA of 2.0 across all of their psychology courses.

Minor and major GPAs are based on the grades earned in all psychology classes taken at Converse College.

Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

The major must consist of at least 31 credit hours.

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

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
PSY 100	GENERAL PSYCHOLOGY	3
PSY 233	PSYCHOLOGY OF LEARNING	4
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
PSY 405	HISTORY AND PHILOSOPHY OF PSYCHOLOGY	3
PSY 480	SENIOR SEMINAR	3

### Psychology Option

Complete one of the following:

Item #	Title	Credits
PSY 201	PSYCHOLOGY OF RELATIONSHIP	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3

### Counseling and Psychotherapy

Item #	Title	Credits
PSY 410	COUNSELING AND PSYCHOTHERAPY	3

### Additional Psychology Electives

**Total credits: 31**

### Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

## Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

## Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

## Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

## Psychology Minor

The minor must consist of at least 21 credit hours.

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

**Type:** Minor

## Required Courses

Item #	Title	Credits
PSY 100	GENERAL PSYCHOLOGY	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
PSY 405	HISTORY AND PHILOSOPHY OF PSYCHOLOGY	3

## Psychology Option

Complete one of the following:

Item #	Title	Credits
PSY 201	PSYCHOLOGY OF RELATIONSHIP	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3

## Counseling and Psychotherapy

Item #	Title	Credits
PSY 410	COUNSELING AND PSYCHOTHERAPY	3

## Additional Psychology Elective

**Total credits: 21**

## Social Entrepreneurship

- MADELYN YOUNG, adviser

This interdisciplinary minor in Social Entrepreneurship is for students of all majors who are interested in learning how to create and maintain social enterprises in the context of making a broader contribution to society. Coursework covers social entrepreneurship, best practices in public and private sectors, and the knowledge required to start a business with a social mission. Social entrepreneurship minors are required to take the introductory course (BAD203) that analyzes social enterprise models and studies the fundamentals of entrepreneurship. Through the elective offerings, students have the option to tailor coursework to their academic interests and professional aspirations. Students completing a Social



Entrepreneurship minor are required to participate in at least one Sullivan Foundation Social Entrepreneurship Retreat Weekend, held in the fall and spring, throughout their time at Converse.

The minor consists of 18 - 21 hours to include the following:

**Type:** Minor

### Required Courses

Item #	Title	Credits
BAD 203	SOCIAL ENTREPRENEURSHIP	3
BAD 340	MARKETING PRINCIPLES	3

### Management Requirement

Choose from the following:

Item #	Title	Credits
BAD 330	MANAGEMENT	3
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3

### Economics Requirement

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3

### Economics Selection

Choose one of the following (or approved substitute/transfer course):

Item #	Title	Credits
ECN 150	ECONOMIC CONCEPTS	3
CON 214	EXPERIENTIAL LEARNING	0-6

### Elective

Choose one of the following:

Item #	Title	Credits
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ECN 323	ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES	3
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
ECN 327	INTERNATIONAL ECONOMICS	3
ENG 291	INTRODUCTION TO PROFESSIONAL WRITING	3
PHI 200	PHILOSOPHICAL ETHICS	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 232	PSYCHOLOGY IN THE WORKPLACE	3
THR 120	PUBLIC SPEAKING	3
<b>Total credits:</b>		<b>18-19</b>

### Religion

- SHERRY FOHR, religion program coordinator

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

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

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

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

Fine Arts	6 hours
Natural Science	7-8 hours
Social Science	6 hours
<b>Total</b>	<b>49-52 hours</b>

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course  
Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Bachelor of Arts with a Religion Major

The Department of Religion and Philosophy offers a Bachelor of Arts degree with a major in Religion. The religion graduate is expected to have an appreciation of the diversity of humanity's religious traditions. It is acknowledged that no student will recall all the factual information relating to any religious tradition. What is expected of the religion graduate is that he or she will have enough knowledge to form a general picture of each religious tradition he or she has studied. In addition, the religion graduate is expected to have a broad understanding of the academic study of religion, which stands outside particular religious traditions and studies religions by means of the methods and standards of the secular academy.

### Student Learning Outcomes

1. Interpret religious material and demonstrate how a scholar of religious studies approaches religious phenomena.
2. Conduct primary research by formulating valid research questions, implementing useful research methods, identifying source materials, organizing data, and completing an article-length paper that reflects proper documentation and citation practices.
3. Demonstrate the oral skills to present and defend research conclusions in a presentation before peers.

### Major and Minor GPA calculation for Bachelor of Arts in Religion

To earn a major or minor in religion, students must have a minimum GPA of 2.0 across all of their religion courses. Minor and major GPAs are based on the grades earned in all Religion courses (REL) that count in the Converse GPA.

Transfer credits from other institutions do not figure into the calculation for major or minor GPAs; approved religion courses taken at Wofford do count with in the major and minor GPA under the Converse -Wofford program.

## Major Requirements

A major in religion consists of 30 hours of coursework. The major requires one course (no more than two) at the 100-level; two courses at the 200 level (covering two religious traditions); and two courses at the 300/400-level. Majors must also complete REL 391 or its equivalent in the sophomore or junior year after having completed one 100-level course. Senior majors must complete REL 491. The religion classroom is a locus of learning, but not its limit. Extra-classroom activities that enhance course learning are often offered through department forums, speakers, and field trips, or opportunities for research. Majors are expected to take part in departmental functions and projects whenever possible and are welcomed to participate in departmental decision-making.

With exception of REL 391 and REL 491, religion courses count for GEP credit unless otherwise indicated. Students are encouraged, however, to enroll primarily in 100 and 200-level courses to meet the GEP requirement. The Religion Department will accept six hours of transfer credits (or more at the discretion of the program coordinator) toward the major or minor. No more than six internship hours may be applied toward the major. The Department will normally accept no more than two courses in biblical languages toward the major or minor, although exceptions may be made at the discretion of the religion program coordinator, (especially for students preparing for the ministry and/or seminary).

The rationale for the numbering of courses in religion is as follows:

- 100-level courses are fundamental courses that;
  1. Introduce students to aspects of the study of religion as a humanistic discipline in an academic setting and employ materials from a variety of religious traditions.
  2. are skills-oriented courses most suitable for first and second-year students.
- 200-level courses introduce students to the fundamental history, literature or interpretation of one or more religious

traditions. They are more focused than 100 level courses, and yet often cover the breadth of an historical or literary tradition.

- 300 and 400-level courses are more specific, thematic, often comparative across traditions, focus on a specific aspect of a tradition or traditions, often interdisciplinary and stress the application of methodology to specific problems or issues.

**Type:** Bachelor of Arts, BA  
**Total credits:** **30**

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### Interfaith Studies Minor

- Dr. Sherry Fohr, curricular director
- Rev. Jason Loscuito, co-curricular director

The Interfaith Studies Program is designed to prepare students for interfaith dialogue and cooperation in whatever field they choose for their careers in light of the growing presence of interfaith dynamics in different professional settings. An interfaith minor may be paired with a variety of majors related to fields in which interfaith skills are in demand, such as politics, international affairs, counseling, business, medicine, law, the military, etc. Interfaith dialogue is defined as constructive, positive, and cooperative communication/interaction between people of different religious traditions and/or spiritual or humanistic beliefs (including those who are not affiliated with a particular religion). Interfaith dialogue may happen between individuals or between institutions. It is often done to promote understanding and acceptance between those of different beliefs (not to adopt others' beliefs), or to engage in reciprocally inspiring relationships with people of various backgrounds. Interfaith cooperation refers to people and/or communities of different faith and non-faith traditions uniting toward social action for the common good. For example, there has been interfaith cooperation toward ending human trafficking and protecting minorities against violent extremism. A minor in the Interfaith Studies program consists of 18 hours of coursework. It is also recommended, but not required, to complete the IFYC (Interfaith Youth Core) student leadership program to the 2.0 level.

### Student Learning Outcomes

A course contributing to one or more of the following learning outcomes, and which also has

at least one assignment tied to at least one outcome, may qualify for the Interfaith Studies Program (IFS).

1. Develop basic appreciative knowledge of multiple religious and/or spiritual or humanistic traditions.
2. Develop knowledge of theologies/ethics of interfaith cooperation and/or issues in negotiating cultural interactions and conflicts.
3. Demonstrate effective communication and facilitate dialogue by juxtaposing perspectives and holding conflicting beliefs in tension.
4. Demonstrate adept skills in interfaith dialogue among diverse participants, including the ability to navigate differences among participants to foster pluralism.
5. Recognize and explain the ways in which religious traditions and interreligious encounters are embedded within cultural, political, educational, therapeutic, gendered, and/or economic systems.

**Type:** Minor

### Required Courses

The following three courses are required to complete the minor. It is strongly recommended that these courses be taken in the order listed below. Another experiential learning course (such as REL 356) may be substituted for REL/ATH 406 at the discretion of the Interfaith Studies minor director.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
REL 104	INTRODUCTION TO WORLD 3 RELIGIONS	
REL 310	INTERFAITH COOPERATION	3
REL 406	INTERFAITH FIELD STUDIES	3

## Required Course Selection

Choose three of the following courses to fulfill the remaining 9 hours of coursework. The minor requires that at least two of these courses be non-religion courses:

Item #	Title	Credits
REL 356	WOMEN IN CHRISTIAN REFORMATIONS	3
HST 474	THE ARAB-ISRAELI CONFLICT	3
HST 470	ISLAMIC AND MIDDLE EAST 3 POLITICS	3
HST 402	WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES	3
HST 375	THE VIETNAM EXPERIENCE	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PHI 125	FIRST YEAR SEMINAR	3
PHI 205	BIOMEDICAL ETHICS	3
PHI 265	CHINESE THOUGHT	3
POL 102	INTRODUCTION TO INTERNATIONAL RELATIONS	3
REL 341	AMERICAN FILM AND RELIGIOUS PLURALISM	
REL 301	SPECIAL TOPICS IN INTERFAITH STUDIES	3
REL 354	INTERFAITH INTERNSHIP	3-6
<b>Total credits:</b>		<b>18</b>

## Minor in Religion

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

**Type:** Minor

<b>Total credits:</b>	<b>18</b>
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## Pre-Ministry

- JASON LOSCUITO, adviser, College Chaplain

Students who are considering careers in ministry are encouraged to take a broad range of courses, especially within the various disciplines of the humanities. A major in religion is not usually a prerequisite for admission to a divinity school or

seminary. Some basic courses in the study of religion, however, may provide helpful background. The chaplain is available to meet with any student considering such a career to discuss her own sense of calling to this vocation and to help her get in touch both with other pre-ministry Converse students as well as people from the community who may be of help in clarifying the appropriate steps toward such a career.

At the end of their years at Converse, students considering a vocation in ministry should have a clearer idea regarding their own sense of "calling to the ministry" as well as practical guidance and information necessary to determine what the next step might be for them. To accomplish this, the chaplain will:

1. meet with individuals and groups of students to discuss the meaning of calling to ministry, as well as the practical aspects of ministry and the different forms that ministry may take.
2. attempt to ensure that students who are considering ministry have been placed in touch with other students who are considering the same profession and with religious leaders from their own faith communities who are equipped to guide them in the particular process required by their faith community to move toward a career in ministry.
3. work with Professional Development to ensure that there are opportunities for Converse students to meet and talk with other people, but particularly women, who are presently engaged in ministry and to provide religion internships for those who want to explore the possibility of this profession in a more in- depth and structured manner.
4. arrange for the return to campus of ordained alumnae who will serve as role models for Converse students as they lead campus worship.
5. work with other members of the Department of Religion, as well as representatives of various faith communities, to inform students about the opportunities available at various seminaries and divinity schools.

## Sociology

### Women's Studies Minor

- CATHY JONES, director

The women's studies minor will enhance Converse students' ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of coursework. WST 200 and six elective courses are required. One elective course may be a cognate course.

Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

**Type:** Minor

#### Introduction

Item #	Title	Credits
WST 200	INTRODUCTION TO WOMEN'S STUDIES	3

#### Electives

Choose six from the following:

Item #	Title	Credits
ART 315	WOMEN AND ART	3
BIO 270	HUMAN SEXUALITY	3
ECN 326	LABOR ECONOMICS	3
ENG 370	WOMEN WRITERS	3
FRN 314	SPECIAL TOPICS	3
SPN 314	SPECIAL TOPICS	3
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
HPE 355	ISSUES IN WOMEN'S HEALTH	
HST 345	WOMEN IN AMERICAN HISTORY	3
POL 317	GENDER AND POLITICS	3
PSY 302	PSYCHOLOGY OF WOMEN	3
SOC 306	THE FAMILY	3
<b>Total credits:</b>		<b>21</b>

## Special Education

### American Sign Language (ASL) Minor

This minor provides students with a foundation in ASL along with opportunities to understand topics related to Deaf History and Culture. Students also have opportunities throughout all of the courses to interact with the local Deaf Community (at the South Carolina School for the Deaf and the Blind or in the community setting). The skills learned in this minor could benefit students who plan to work with members of the Deaf Community in a business, vocations, or residential school setting.

A Minor in American Sign Language consists of 18 credit hours:

**Type:** Minor

#### Required Courses

Item #	Title	Credits
SED 385	AMERICAN SIGN LANGUAGE I	3
SED 390	AMERICAN SIGN LANGUAGE II	3
SED 391	AMERICAN SIGN LANGUAGE III	3
SED 392	AMERICAN SIGN LANGUAGE IV	3
SED 394	AMERICAN SIGN LANGUAGE V	3
SED 265	DEAF HISTORY AND CULTURE	3
<b>Total credits:</b>		<b>18</b>

### Bachelor of Arts with a Comprehensive Special Education Major

The comprehensive special education block major, designed to prepare special education teacher candidates in grades PK-12, includes 69 hours of coursework in intellectual disabilities, learning disabilities, emotional disabilities, and elementary education. Teacher candidates complete an approved program in intellectual disabilities or learning disabilities and the add-on requirements for certification in the additional areas.

Beginning in Fall 2020, all comprehensive special education majors must pass the PRAXIS II Core exams required for certification in the area of

special education in which they are planning to student teach in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

Directed student teaching will be in intellectual disabilities or learning disabilities. It is particularly important that students who choose this major confer with the Education Department at the earliest possible date.

### Student Learning Outcomes

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. 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.

**Type:** Bachelor of Arts, BA

### Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 361	LANGUAGE DEVELOPMENT 3 AND DISABILITIES	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 382a	CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES	3
SED 382b	CLINICAL II: PRACTICUM IN LEARNING DISABILITIES	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
	SED 412f or 412g	12
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3

EDU 378	READING AND LEARNING STRATEGIES	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3

### Recommended Electives

Item #	Title	Credits
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 370	CHILD ABUSE AND NEGLECT	3
ART 355	SURVEY OF ART THERAPY	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
<b>Total credits:</b>		<b>76</b>

### Bachelor of Arts with a Special Education: Deaf and Hard of Hearing Major

This program is designed to offer comprehensive course work for educating students who are deaf and hard of hearing in grades PK-12. The major includes the courses required for add-on certification in elementary education (grades 2-6). Student teaching is arranged at the South Carolina School for the Deaf and the Blind or in deaf and hard of hearing classes in area public schools. Beginning in Fall 2020, all special education: deaf and hard of hearing majors are required to pass the PRAXIS Subject Assessments required for certification in Deaf and Hard of Hearing, in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

The Deaf and Hard of Hearing Program, along with the South Carolina School for the Deaf and the Blind and the Spartanburg County Hearing Impaired Program, have a Professional Development School partnership. The purpose of this collaborative agreement is to provide opportunities for sharing joint responsibility for pre-service teacher preparation. Faculty from the partnership programs assist in developing, planning, and teaching selected courses and classes, serve as consultants and mentors, and participate in planning and reviewing the curriculum.

### Student Learning Outcomes

1. Candidates create safe, inclusive, and culturally responsive learning environments so deaf and hard of hearing students can develop emotional well-being, positive social interactions, and self determination.
2. Candidates analyze how deafness interacts with development and learning in order to select, adapt, and use a repertoire of evidence based instructional strategies, including specialized curricula, to advance active learning for deaf and hard of hearing students.
3. Candidates analyze multiple assessment and data-sources when making educational decisions for deaf or hard of hearing students.
4. Candidates collaborate with families, other educators, related service providers, students, and personnel from community agencies in professional and culturally responsive ways to address the needs of deaf and hard of hearing students.

**Type:** Bachelor of Arts, BA

## Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 350	FOUNDATIONS DEAF AND HARD OF HEARING	3
SED 353	AUDIOLOGY AND SPOKEN LANGUAGE DEVELOPMENT	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 357	READING ASSESSMENT AND INSTRUCTION: DHH	3
SED 359	LANGUAGE ASSESSMENT AND INSTRUCTION: DHH	3
SED 382d	CLINICAL II: PRACTICUM IN DEAF AND HARD OF HEARING	4
SED 393	SIMULTANEOUS SIGNED/ SPOKEN COMMUNICATION	3
SED 394	AMERICAN SIGN LANGUAGE V	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
SED 458	METHODS AND PROCEDURES: DEAF AND HARD OF HEARING	3
SED 412d	DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING	12
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 378	READING AND LEARNING STRATEGIES	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>71</b>

## Bachelor of Arts with a Special Education: Intellectual Disabilities Major

The program provides preparation leading to certification in the area of intellectual disabilities. Instruction in special education, elementary education, and psychology is designed to give the teacher candidates a strong background for work with students with intellectual disabilities. Beginning in Fall 2020, all special education: intellectual disabilities majors are required to pass the PRAXIS Subject Assessments required for certification in Intellectual Disabilities in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

The major includes the add-on requirements for certification in elementary education.

### Student Learning Outcomes

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. 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.

**Type:** Bachelor of Arts, BA



## Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 361	LANGUAGE DEVELOPMENT AND DISABILITIES	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 382a	CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
SED 412g	DIRECTED STUDENT TEACHING: INTELLECTUAL DISABILITIES	12
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 378	READING AND LEARNING STRATEGIES	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3

## Recommended Electives

Item #	Title	Credits
SED 382b	CLINICAL II: PRACTICUM IN LEARNING DISABILITIES	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 370	CHILD ABUSE AND NEGLECT	3
ART 355	SURVEY OF ART THERAPY	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
<b>Total credits:</b>		<b>67</b>

## Bachelor of Arts with a Special Education: Learning Disabilities Major

Instruction in special education, elementary education, and psychology is designed to give teacher candidates a strong background for work with learning disabilities in grades PK-Directed student teaching is arranged in area public schools. Beginning in Fall 2020, all special education: learning disabilities majors are required to pass the PRAXIS Subject Assessments required for certification in Special Education: Learning Disabilities, in order to be placed in a student teaching setting. Additional certification may be possible by completing specified courses and obtaining passing scores on the PRAXIS II examinations. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change. The major includes the add-on requirements for certification in elementary education.

### Student Learning Outcomes

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. 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.

**Type:** Bachelor of Arts, BA

### Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the [departmental web page](#) for a list of Benchmark courses and other important information.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 361	LANGUAGE DEVELOPMENT AND DISABILITIES	3
SED 382b	CLINICAL II: PRACTICUM IN LEARNING DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
SED 412f	DIRECTED STUDENT TEACHING: LEARNING DISABILITIES	12
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
EDU 101	CLINICAL I: READING	1
EDU 301	READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 378	READING AND LEARNING STRATEGIES	3

### Recommended Electives

Item #	Title	Credits
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 382a	CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
PSY 204	ABNORMAL PSYCHOLOGY	3
PSY 211	BEHAVIOR MODIFICATION	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 370	CHILD ABUSE AND NEGLECT	3
ART 355	SURVEY OF ART THERAPY	3
ART 380	ART THERAPY METHODS, MATERIALS AND THEORIES	3
<b>Total credits:</b>		<b>64</b>

### Minor in Emotional Business

The emotional disabilities minor consists of 18 hours of course work in special education and psychology. Students wishing to pursue this minor need to consult the program director about course schedules, course sequence, and clinicals. Special Education majors (other than Deaf/ Hard of Hearing) may not choose this minor.

## Required Courses

- This minor does not lead to certification for majors outside of the initial teacher education programs.
- SED 397, 398, 405: a clinical is required.
- SED 386c: this course is a clinical.

Item #	Title	Credits
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 382c	CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
	PSY 211 or SED 405	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
<b>Total credits:</b>		<b>18</b>

## Theatre

- CHRISTOPHER VANEMAN, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

### Arts Foundations: Creativity that Works

The faculty in Art and Design, Theatre & Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100: INTERDISCIPLINARY ARTS FOUNDATIONS I
- ATM 200: INTERDISCIPLINARY ARTS FOUNDATIONS II

## Department of Theatre and Dance

- MEG HANNA TOMINAGA, chair
- BOONE HOPKINS
- CHANDRA OWENBY HOPKINS
- LAUREN ROGERS HOPKINS
- MELISSA OWENS

The Department of Theatre & Dance provides opportunities which enable students to develop their skills and talents in theatre arts and dance to foster a better understanding of the contribution that live performance makes to the process of educating the whole person in a liberal arts environment. Through the availability of experiences in a number of areas, students will find a wide variety of challenges and means of expression. The program of study places emphasis on the aesthetic and practical decisions inherent to these areas, thereby strengthening the student's general intellectual capabilities and growth as an artist.

By the time of graduation, majors in theatre should demonstrate basic competencies in each area of theatre and should be able to compete successfully for positions in graduate school and in the professional job market.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

## Student Learning Outcomes

1. Students will be able to articulate verbal and written mastery of knowledge in theatre and dance.
2. Students will be able to analyze the art of theatre and dance in historical and theoretical contexts.
3. Students will be able to communicate successfully and work effectively with others in a variety of production capacities.
4. Students will be able to produce engaging and innovative works in theatre and dance.

In order to earn a minor or a major in theatre or musical theatre, students must have a minimum GPA of 2.0 across all of their theatre or musical theatre courses. Minor and major GPAs are based on the grades earned in all theatre (and major required dance and music for the Musical Theatre degree or dance for the Dance minor) classes taken at Converse. Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

## Bachelor of Arts with a Major in Theatre

**Type:** Bachelor of Arts, BA

### Required Courses

Item #	Title	Credits
THR 102	SCRIPT ANALYSIS	3
THR 115	ACTING: FUNDAMENTALS	3
THR 201	STAGECRAFT	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
	THR 221 Practicum	6
THR 229	FUNDAMENTALS OF THEATRICAL DESIGN	3
THR 350	DIRECTING I; FUNDAMENTALS OF DIRECTING	3
THR 399	PROFESSIONAL DEVELOPMENT SEMINAR	1
THR 499	SENIOR CAPSTONE PROJECT	2

## Theatre Selection

Choose one of the following:

Item #	Title	Credits
THR 230	SCENIC DESIGN	3
THR 231	LIGHTING DESIGN	3
THR 232	COSTUME DESIGN AND CONSTRUCTION	3

## Electives in Theatre

**Total credits: 45**

## Bachelor of Arts with a Musical Theatre Major

**Type:** Bachelor of Arts, BA

### Required Courses

- may test out of DAN 111: Ballet and take other dance courses
- may test out of THR 118: Fundamentals of Singing and take other music courses

Item #	Title	Credits
THR 102	SCRIPT ANALYSIS	3
	MUA 111.03 Voice	4
DAN 111	BEGINNING BALLET	2
THR 115	ACTING: FUNDAMENTALS	3
THR 118	VOICE FUNDAMENTALS OF SINGING	3
THR 201	STAGECRAFT	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3
	THR 221 Practicum	6
THR 229	FUNDAMENTALS OF THEATRICAL DESIGN	3
DAN 230	DANCE FOR MUSICAL THEATRE I	3
DAN 231	DANCE FOR MUSICAL THEATRE II	3
THR 318	ACTING: THE SONG	3
THR 399	PROFESSIONAL DEVELOPMENT SEMINAR	1
THR 418	ACTING; MUSICAL THEATRE 3 WORKSHOP	3
THR 499	SENIOR CAPSTONE PROJECT	2

## Electives in Theatre/Dance/Music

**Total credits: 60**

### Art and Cognition Certificate

This twelve hour certificate can be completed in one year. The certificate requires basic courses and is completed with a selection of Art and/or Psychology courses to be chosen by the student in consultation with her faculty Mentor/Advisor. Multiple electives are offered to design a program relevant to the student's area of interest with the laboratory experience at the center of the certificate program. Students should work with an advisor to coordinate courses and sequencing in the certificate program.

Total hours: 12 hours ART111/125, 112/125, 355 have required lab fees. Also, ART335 requires permission of the instructor.

**Type:** Certificate

### Category 1

Choose at least one course from the following list:

Item #	Title	Credits
	2D Design: ART 111 or 125	3
	3D Design: Art 112 or 125	3
DAN 110	BEGINNING MODERN DANCE	2
DAN 111	BEGINNING BALLET	2
DAN 113	BEGINNING TAP	2
DAN 114	BEGINNING JAZZ	2
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
PSY 311	STATISTICS AND EXPERIMENTAL DESIGN II	3
THR 115	ACTING: FUNDAMENTALS	3

### Category 2

Choose one from the following list. Students may choose a second Category 2 course as a Category 1 elective course.

Item #	Title	Credits
ART 355	SURVEY OF ART THERAPY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	2
MTY 341	PSYCHOLOGY OF MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3

### Category 3: Required Lab

Two semesters are required at 3 hours per semester.

Item #	Title	Credits
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
ATM 214	LABORATORY FOR MEANING AND VALUE IN ART	3
<b>Total credits:</b>		<b>12-15</b>

### Arts Management

- MARY CARLISE, coordinator

### Mission Statement

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

### Student Learning Outcomes

Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.

Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.

Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor

campaigns in class assignments and in the internship. Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

#### GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

**Type:** Minor

#### Required Courses

- Complete three classes from the diverse departments

Item #	Title	Credits
ATM 265	ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE	3
ATM 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 465	PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
ACC 211	ACCOUNTING PRINCIPLES I	3

#### Department of Art and Design

Choose at least one of the following:

Item #	Title	Credits
ART 100	ART APPRECIATION	3
ART 101	STUDIO ART APPRECIATION	3
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3

#### Department of Theatre and Dance

Choose at least one of the following:

Item #	Title	Credits
DAN 190	HISTORY OF DANCE	3
THR 100	INTRODUCTION TO THEATRE	3
THR 203	SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660	3
THR 204	SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT	3
THR 210	SURVEY OF MUSICAL THEATRE	3

#### Petrie School of Music

Choose at least one of the following:

Item #	Title	Credits
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
<b>Total credits:</b>		<b>24</b>

## Theatre Minor

A student may elect to take a minor in theatre, which consists of a minimum of 24 hours of coursework. All Minors are required to take THR 102 and three hours of theatre practicum. The remainder of the hours may be selected from other courses offered by the department or, with the approval of the chair of the department, related course offerings in other disciplines.

**Type:** Minor

**Total credits:** **24**

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## Courses Accounting

## Department of Economics, Accounting, and Business

- AMY E. COX, chair
- WOODROW W. HUGHES, JR.
- MOLLY A. INCLAN
- JENNIFER L. SHIELDS
- MADELYN V. YOUNG

### Mission

The mission of the Economics, Accounting and Business department is to offer students the high quality of education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers five concentrations: finance, human resource management, international business, marketing, and sports management. The department prepares students who wish to

pursue graduate education for entrance to and successful completion of graduate school.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

### Major and Minor GPA Calculation for Economics, Accounting and Business Department

A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

Bachelor of Arts with an Economics major, Bachelor of Science with an Economics major, Economics minor, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a

Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

### Accounting

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



The mission of the accounting program is to ensure that Converse accounting graduates will integrate analytical, problem solving, communication and professional skills with business and financial knowledge to be effective financial professionals and prospective leaders in their communities.

**ACC 191: APPLICATIONS OF EXCEL IN ACCOUNTING**

This course will give students hand-on experience in applying Excel spreadsheets to real-world situations and problems. Topics discussed include but are not limited to the following: writing basic formulas: using the statistical, financial, and other formulas in the Excel package; using the regression and the correlation analysis tools of Excel; creating and formatting tables, charts and graphs to express quantitative data in a visual format; writing Macros to fit business situations.

**Credits:** 1

**ACC 211: ACCOUNTING PRINCIPLES I**

This study of the basic techniques of financial accounting emphasizes the processes of recording, classifying, summarizing, and interpreting business transactions. Topics covered include balance sheet and income statement preparation with an emphasis on the asset side of the balance sheet and related income statement accounts. Quantitative GEP requirement.

**Credits:** 3

**ACC 212: ACCOUNTING PRINCIPLES II**

This is a continuation of ACC 211. Management accounting topics such as product costing, budgeting, and decision-making are studied.

**Credits:** 3

**Prerequisites:**

ACC 211 with a grade of C- or above.

**ACC 351: INTERMEDIATE FINANCIAL ACCOUNTING I**

Accounting theory and concepts in relation to asset and liability recognition and measurement are emphasized.

**Credits:** 4

**Prerequisites:**

ACC 212.

**ACC 352: INTERMEDIATE FINANCIAL ACCOUNTING II**

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

**Credits:** 4

**Prerequisites:**

ACC 351.

**ACC 375: FINANCIAL STATEMENT ANALYSIS**

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

**Credits:** 4

**Prerequisites:**

ACC 211 and ACC 212.

**ACC 380: ACCOUNTING AND BUSINESS INFORMATION SYSTEMS**

Study of business information systems for future business professionals. This course is intended to lay a foundation for providing accounting user support, information technology and problem solving. Students are exposed to a variety of information technologies and methods of analysis of business processes. Advantages and disadvantages of the different technologies are highlighted and discussed.

**Credits:** 4

**Prerequisites:**

ACC 211 or instructor's permission.

**ACC 401: SPECIAL TOPICS IN ACCOUNTING**

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

**Credits:** 1-4

**ACC 409: TAX ACCOUNTING**

This course is an introduction to the basic structure of the federal income tax with emphasis on individual tax provisions.

**Credits:** 3

**Prerequisites:**

ACC 211.

**ACC 451: COST ACCOUNTING I**

Manufacturing inventory, costs, related management controls, and decision processes are covered.

**Credits:** 3

**Prerequisites:**

ACC 212 OR permission of the instructor.

**ACC 452: COST ACCOUNTING II**

Pricing and costing methods are examined as well as decision models used for inventory planning and capital budgets.

**Credits:** 3

**Prerequisites:**

ACC 212.

**ACC 461: ADVANCED ACCOUNTING**

Business combinations, consolidations, nonprofit and governmental accounting and foreign currency issues are examined.

**Credits:** 3

**Prerequisites:** ACC 352.

**ACC 462: AUDITING**

This course examines the theory and practice of examination of financial statements by public accountants.

**Credits:** 3

**Prerequisites:** ACC 351.

**ACC 463: CURRENT ISSUES IN ACCOUNTING**

Topics are chosen yearly based on current changes in the accounting profession.

**Credits:** 3

**Prerequisites:** ACC 352, 409, 451, 462 or permission of instructor.

**ACC 499: ACCOUNTING INTERNSHIP**

The internship provides experience in public, private, or non-profit accounting. A portfolio of the internship is required. Pass/fail grading.

**Credits:** 1-6

**Prerequisites:** At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.

## Arabic

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

## Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

**Total**

49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### ARABIC 101–102: ARABIC I AND II

Courses for beginners designed to initiate a student not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the courses. Non-European/non-Anglophone.

**Credits:** 6

### ARABIC 314: SPECIAL TOPICS

This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by film and/or travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

## Art Education, History, Therapy, and Art Studio

- BOONE HOPKINS, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

## Arts Foundations: Creativity that Works

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100: INTERDISCIPLINARY FOUNDATIONS I
- ATM 200: INTERDISCIPLINARY FOUNDATIONS II

## Department of Art and Design

- SUSANNE GUNTER, chair
- ANDREW BLANCHARD
- VIVIANNE CAREY
- MARY CARLISLE, assistant chair
- ANDREA ELLIOTT
- MEIRAV GOLDHOUR
- JEROME GOMEZ
- MICHAEL MASSENGALE
- JENA THOMAS
- LAURA ZEISLER

### Mission

The mission of the Department of Art and Design is to provide for our students a dynamic visual art and design education that fosters creativity and scholarship, develops skills and nurtures appreciation of the visual arts.

To best serve our majors the Department of Art and Design has established the following goals:

1. To provide a comprehensive curriculum that is built upon a strong foundation in studio art,

art history, and current trends within the various fields of study.

2. To incorporate critical thinking and creative expression in all areas of study.
3. To provide external educational experiences that enrich the overall learning process.
4. To promote skill proficiency in the use of innovative equipment and techniques.
5. To provide career advisement and guidance for students.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts study, and membership in professional organizations. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers in the arts.

## Degree Programs and Accreditations

Accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA), the Department of Art and Design offers both the Bachelor of Arts degree and the Bachelor of Fine Arts degree. For the BA degree, students may choose a major in art history, art therapy, studio art, or art education. The Bachelor of Fine Arts degree is a content-laden degree in studio art or interior design. Early declaration of a Bachelor of Fine Arts major is required due to the rigorous requirements of the programs. Students with majors in areas other than art may need to consult the Department of Art

and Design chair for guidance in a double major or a minor in art history, studio art, or arts management.

### Calculation of GPA for degrees in the Department of Art

The GPA for the Bachelor of Arts with a major of Art Education major is calculated using all required courses for the major. Students must have a minimum GPA of 2.0 in the major to graduate, but must have at least a 2.75 cumulative GPA to enter the Teacher Education Program.

The GPA for the Bachelor of Arts with an Art History major, Art Therapy major, Studio Art major, BFA Studio Art major, and the BFA Interior Design major is calculated using all required courses for the major. The GPA for the Art History minor and Studio Art minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the major or minor to graduate.

### Minors

Minors are offered in art history and studio art, as well as an arts management minor, which is interdisciplinary between art, music, and theatre. The arts management minor is highly recommended for all majors in the School of the Arts. It is particularly useful for BA Studio Art, BA Art History, or BFA Studio Art degree majors. Like all art and design minors, arts management is available to all Converse students. For complete information on the arts management minor, please refer to the section on Interdisciplinary Minors in this catalog.

All students majoring in the Department of Art and Design must take the Senior Seminar in their respective majors, and all majors except art history must take ART 415: Senior Exhibition during their senior year. These courses are designed to assist seniors in developing career preparation skills and in preparation for their senior graduation exhibitions.

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

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as Quantitative reasoning	3-4 hours
Health and Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
ATM 100: Interdisciplinary Foundations I	2 hours
ATM 200: Interdisciplinary Foundations II (ATM 100 and ATM 200 are required and satisfy 3 hours of Fine Arts GEP credit)	1 hour
Natural Science	7-8 hours
Social Science	6 hours
<b>Total</b>	<b>49-52 hours</b>

### The Bachelor of Arts Degree Program

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

### ART 100: ART APPRECIATION

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

**Credits: 3**

### ART 101: STUDIO ART APPRECIATION

An introduction to the visual arts using lectures, discussions, museum and gallery visits, exhibition reviews, and hands on studio experiences with the materials, concepts, and processes of art with the purpose of providing insight into the functions, content, and making of art objects. Lab fee. May not be applied to major in art.

**Credits: 3**

### ART 111: 2D DESIGN

Prerequisite for all studio and design courses. An introduction to the 2D concepts of visual organization through the study of composition, lines, shape, value, figure-ground relationships, texture, spatial illusion and color theory.

Lab fee.

Major, Minor credit.

**Credits: 3**

**ART 112: 3-D DESIGN**

Prerequisite for all studio and design courses. An introductory course that investigates the handling of real space through the study of form, structure, texture, and surface. Historical and contemporary issues are explored in various media.

Lab fee.

Major, Minor credit.

**Credits: 3**

**ART 113: DRAWING I**

Prerequisite for all studio and design courses. An introduction to the discipline of drawing. Development of drawing skills leading to an understanding of the structure of forms on the picture plane, figure-ground relationships, line, value and texture. Studio problems of visualization, composition and analysis in various black and white media.

Lab fee.

Major, Minor credit.

**Credits: 3**

**ART 120: PRINTMAKING I**

An introduction to the discipline of printmaking concentrating on the technical aspects of relief, lithography, and monotype processes. Priority will be given to majors.

Lab fee.

**Credits: 3**

**Prerequisites:**

ART 111 and 113.

**ART 124: GRAPHIC DESIGN I**

This course provides an overview of the graphic design field, emphasizing basic lettering and typography, production and design skills. Students will use digital software skills to create finished works. Students will develop practical applications for commercial use. Lab fee.

**Credits: 3**

**ART 126: DIGITAL MEDIA I**

This course focuses on communication design problems, with a special emphasis on advertising and publication design. Students will develop their digital skills as they learn today's digital-based equivalents to traditional analog skills. Production skills will be developed, along with a close examination of the expressive nature of typography, page-layout, image development and image manipulation. Lab fee.

**Credits: 3**

**Prerequisites:**

ART 111, ART 113.

**ART 130: CERAMICS I**

An introduction to ceramic processes, including historic and contemporary concepts of form as related to functional and nonfunctional concerns. Students will gain experience in basic forming processes, including the development of conceptual and technical skills for the artistic control of problem solutions. Priority will be given to majors. Lab fee.

**Credits: 3**

**Prerequisites:**

ART 112 or permission of the instructor.

**ART 131: CERAMICS FOR NON-ART DESIGN MAJORS**

This is an introductory course to ceramic processes including historical and contemporary methods. Students will participate by using ceramic hand-building techniques to produce meaningful, well developed artworks that may be functional or non-functional. Pinch, coil slab and glaze application methods will be explored. Lab fee. May not be applied to majors in art or design.

**Credits: 3**

**ART 140: PHOTOGRAPHY I: BLACK AND WHITE**

A beginning course designed to equip the student with the technical skills needed for image capturing and the printing of digital photograph. A beginning introduction to Adobe Photoshop will be covered, along with the presentation of a final portfolio. A DSLR camera with manual override is required. Priority will be given to majors. Lab fee.

**Credits: 3**

**Prerequisites:**

ART 111 or permission of instructor.

**ART 140 : Photo I**

A beginning course designed to equip the student with technical skills needed for image capturing, development and the printing of analog photography. Photographic terminology and a broad range of aesthetic styles and approaches are covered during this term. Students learn to present a portfolio of their photographic work as well as the steps to critique their own and their classmates' images. Lab fee.

There will be 7 major assignments during this term. Oral and written projects are required based upon contemporary and historical issues in photography. On-site field trips are frequent, which help foster creative thinking and seeing as it pertains to current photo trends. This is an all-manual photo class; no auto/digital cameras will be used! An all manual, 35 mm SLR camera is required. Priority will be given to majors. Lab fee.

**Major, Minor, Elective credit.**

**Credits: 3**

**Prerequisites:**

ART 111

Prerequisite: ART 111 and/or permission of the instructor.

**ART 150: SCULPTURE I**

An introduction to the discipline of sculpture. Study and experimentation with traditional and contemporary concepts of form. Lectures, demonstrations, and assigned studio problems familiarize the student with the properties of structure and the nature of materials and forming processes. Priority will be given to majors. Lab fee.

**Credits: 3**

**Prerequisites:**

ART 112 or permission of instructor.

**ART 151: BASIC STONE CARVING**

An Introduction to the discipline of stone carving. Study and experimentation with traditional and contemporary processes of carved form. Lectures, demonstrations, and assigned studio problems familiarize the student with the properties of structure and the nature of materials and forming processes. Priority will be given to majors. Lab fee.

**Credits: 3**

**ART 170: PAINTING I**

An introduction to the discipline of painting. Emphasis on the exploration of painting properties, materials, techniques and color theory through specific formal problems. Priority will be given to majors. Lab fee.

**Credits: 3**

**Prerequisites:**

ART 111 and 113 or permission of instructor.

**ART 199H: FRESHMAN HONORS SEMINAR**

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

**Credits: 3**

**ART 200: INTRODUCTION TO ART BEYOND THE WEST**

This course will provide a broad introduction to traditional non-western art in various regions of the world, including but not limited to Asian, African, and Pre-Columbian art. The purpose and context as well as the style of the art and architecture will be examined. Non-European and non-Anglophone.

**Credits: 3**

**ART 201: INTRODUCTION TO HISTORY OF WESTERN ART I**

A survey of the painting, sculpture, and architecture of the Western world from the Prehistoric through Medieval periods.

**Credits: 3**

**ART 202: INTRODUCTION TO HISTORY OF WESTERN ART II**

A survey of the painting, sculpture, and architecture of the Western world from the Renaissance through the modern era.

**Credits: 3**

**ART 212: ARTIST BOOKS**

A course designed to introduce the student to the book as an art form. A creative exploration of the artist book through various uses of medium and techniques. Students will receive a working knowledge of various techniques of bookbinding, structures, and the incorporation of image and text. Contemporary approaches will be explored through research and technology. Lab fee.

**Credits:** 3

**ART 213: DRAWING II**

This course examines drawing as a creative process, focusing on the study and representation of objects and natural forms in problems of visualization and composition and the exploration of images in various media using figurative and non figurative subject matter. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 113.

**ART 217: ART APPRECIATION TRAVEL STUDY**

As an introduction to the visual arts, this program offers the student the opportunity to travel to significant art and design centers to observe, evaluate, and absorb the culture, art, artists, and major art movements within the environment. Lecture and discussion on the materials, forms, and processes of art will be presented with the aim of giving insight into the functions and content of art objects at home and abroad. Programs may be offered internationally or nationally. Additional travel costs will be incurred by the student. Offered during Jan and Summer Terms.

**ART 220: PRINTMAKING II**

An intermediate course in printmaking, which includes the use of silkscreen, advanced lithography and further experimentation in the monotype process. The student will explore the range of possibilities inherent in the mediums and develop a familiarity with the graphic processes and their tools and materials. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 120.

**ART 224: GRAPHIC DESIGN II**

Emphasis will be on learning advanced graphic communication theories and design processes. Key functions of design will be explored and executed through the use of typography, elements of design, page layout and presentation development. The principles of this course develop and reinforce the foundations of graphic design. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 124 or permission of the instructor.

**ART 226: DIGITAL MEDIA II**

This course focuses on digital illustrations, with an emphasis on improving both technical and conceptual skills. Projects provide the opportunity to solve editorial, advertising and illustrative-related problems. The integration of digital media software with traditional drawing and painting methods will be examined. This class will utilize lectures, demonstrations, discussions, and hands-on experiences. Lab Fee.

**Credits:** 3

**Prerequisites:**

ART 126, ART 213 or permission of the instructor.

**ART 230: CERAMICS II**

An in-depth course in throwing forms on the potter's wheel with formalized study of the mixing and application of glazes. Students will combine thrown and hand-built pieces to creatively solve functional and sculptural problems while experiencing the firing of various kilns. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 130.

**ART 240: PHOTOGRAPHY II: BLACK AND WHITE**

This course focuses on the exploration on the exploration of advanced photographic techniques including conceptual series-related works, digital applications, liquid emulsions and experimental forms of presentation as well as the creation of a print-on demand book featuring the students portfolio. Digital and film cameras will be utilized. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 140.

**ART 241: ALTERNATIVE PHOTO METHODS**

This is an introductory course that investigates both the historical and contemporary aspects of photography. The lecture material and classroom interaction will equip the student with technical skills needed to develop and create Cyanotype and Vandyke Brown prints which are liquid emulsion processes. Other possible media may include pinhole photography. The student will also learn to present a portfolio of matted, finished photographs, as well as the basic operations of the program Adobe Photoshop. Lab fee. Offered periodically.

**Credits:** 3

**Prerequisites:**

Art 140.

**ART 241 : Alternative Photography**

This is an introductory course that investigates both the historical and contemporary aspects of photography. The lecture material and classroom interaction will equip the students with technical skills needed to develop and create liquid emulsion processes such as Cyanotype and Vandyke Brown prints. Other possible media may include pinhole and solarplate photography. The student will also learn to present a portfolio of matted, finished photoworks, as well as the basic use of Adobe Photoshop and Epson printing output. Lab fee. Offered periodically.

**Major, Minor, Elective credit.**

**Credits:** 3

**Prerequisites:**

ART 111

Prerequisite: ART 111 and/or permission of the instructor.

**ART 250: SCULPTURE II**

This course provides students with studio opportunities in advanced research and technology methodologies, personal content and public art. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 150.

**ART 270: PAINTING II**

The study of the characteristics of various painting materials, including supports, grounds and pigments, binders, and vehicles. The student is encouraged to explore individual problems in color-space projection, and figurative and non-figurative painting experiences. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 170.

**ART 290: SPECIAL TOPICS IN ART HISTORY**

This is a combination lecture and discussion course that will center around a selected topic in art history. Since the content will vary, this course may be taken more than once for credit. Offered periodically.

**Credits:** 3-4

**ART 290 : Special Topics in Art History: Arts & Craft Movement, Lasting Impacts**

Specifically, this course will explore the Arts and Crafts Movement as a response to the dramatic cultural, social, political, and economic change brought on by the Industrial Revolution. This special topics seminar provides a broad overview of the history of studio craft as influenced by the Arts and Crafts Movement with topics including: industrialization and the roots of studio craft; handwork and industrialization; studio craft in consumerist society; objects in flux; contemporary craft and the makers movement. Throughout this course we will consider the role of artists today by asking: What is art, what is craft, and what is product?

This is a combination lecture and discussion course that will center around a selected topic in art history. Since the content will vary, this course may be taken more than once for credit. Offered periodically.

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

**Credits:** 3

**ART 299H: INTERDISCIPLINARY HONORS COURSE**

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

**Credits:** 3



**ART 300: ART FOR THE ELEMENTARY SCHOOL**

This course provides an in-depth study of the concepts and principles of art education related to the elementary level art classroom. Topics include materials and methods for grades pre-K – 5 art classroom, elementary classroom management, assessment, and teacher evaluation. The Artist/Researcher/Teacher framework is employed to promote positive action and reflection in teaching and learning. Students in initial certification must register for the co-curricular ART 300L Art for the Elementary School Clinical. BA Art Education Program Requirement. Lab fee.

**Credits:** 3

**ART 300L: ART FOR THE ELEMENTARY SCHOOL: LAB CLINICAL**

The course provides opportunities for observation, participation and directed teaching experience in K-5 art programs. The course requires 50 hours of on-site clinical experience in addition to the on-campus course participation. It may be the first or second clinical. Pass/Fail grading. BA Art Education Program Requirement.

**Credits:** 1

**Prerequisites:**

EDU 360.

**Co-Requisites:**

ART 300, EDU 360.

**ART 305: NINETEENTH CENTURY ART**

A study of the major developments of nineteenth century European painting and sculpture within the context of social, cultural, and political developments. Offered every three years.

**Credits:** 3

**Prerequisites:**

ART 201, 202 or the permission from the instructor.

**ART 306: TWENTIETH CENTURY ART BEFORE 1945**

A study of the major developments in European visual culture from early 1900 to 1940. Offered alternate years. Writing Intensive for studio art majors.

**Credits:** 3

**Prerequisites:**

ART 201, 202 or the permission from the instructor.

**ART 307: ART HISTORY TRAVEL**

No prerequisites. This program offers the student the opportunity to travel to major art centers and critically observe and evaluate major works of art and the environments in which they are made, displayed, and sold. Additional travel costs will be incurred by the student. Typically offered during Jan Term.

**Credits:** 3

**ART 309: ART SINCE 1945**

The major developments in the visual arts from 1945 to the present will be examined through lecture, discussion and student presentations of critical theory and scholarly research. Writing intensive for studio art and art education majors. Offered alternate years.

**Credits:** 3

**Prerequisites:**

ART 202 or the permission from the instructor.

**ART 310: AMERICAN ART**

A study of American art from the colonial period to the 1930's. Offered every three years.

**Credits:** 3

**Prerequisites:**

ART 201, 202 or the permission from the instructor.

**ART 311: ART FOR THE CHILD**

The purpose of this course is to examine the basic concepts and principles of art as they relate to a child's creative and mental growth. Students will study the materials and methods for teaching art to children and strategies for integrating art into other content areas to support creative and critical thinking. This course is not open to Art Education majors who must take the advanced courses Art for the Elementary School and Art for the Elementary School Clinical. Lab Fee.

**Credits:** 3

**ART 312: ARTIST BOOKS II**

An intermediate course in the book arts what will include further exploration of structure, bookbinding techniques, design and content development. The development of personal style and subject is encouraged at this level. Lab fee.

**Credits:** 3

**Prerequisites:**

Art 212.

**ART 313: DRAWING III**

This course emphasizes drawing as personal expression by encouraging a creative synthesis of aesthetic and manual skills. Explorations in contemporary forms and approaches to drawing. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 213.

**ART 314: SCHOOL ART CURRICULUM AND METHODS**

The purpose of this course is to aid developing and practicing art educators in the development of art curricula, methods of instruction, and assessment in teaching art. Emphasis will be placed on exploring specific areas to better equip the art teacher in meeting the needs of the students in the public school setting to include developmental needs, arts integration, materials and supplies, and organization. Course content will include all applicable SC standards for visual arts classrooms and the SC standards for teacher evaluation. Students should take this course during the Fall Term of the junior or senior year. Requirement for BA Art Education. Lab fee. .316.

**Credits:** 3

**Prerequisites:**

ART 300, 316 or with permission of the instructor.

**ART 315: WOMEN AND ART**

This course selectively studies the art and lives of women artists, investigates theories concerning representations of women, and examines contextual issues that impact women's lives and their artistic production. GEP Humanities/Women's Studies. Writing intensive.

**Credits:** 3

**ART 316: ART FOR THE SECONDARY SCHOOL**

This course provides an in-depth study of the concepts and principles of art education related to the secondary level art classroom. Topics include materials and methods for grades 7 - 12 art classroom, secondary classroom management, assessment, and teacher evaluation. The Artist/Researcher/Teacher framework is employed to promote positive action and reflection in teaching and learning. Students in initial certification must register for the co-curricular ART 316L Art for the Secondary School Clinical and the EDU 425: Reading in the Content Area. Program requirement for BA Art Education. Lab fee.

**Credits:** 3

**ART 316L: ART FOR THE SECONDARY SCHOOL: LAB CLINICAL**

This course provides opportunities for observation, participation and directed teaching experience in secondary middle or high school art programs. The course requires 50 hours of on-site clinical experience in addition to the on-campus course participation. This course may be the first or second clinical. Pass/Fail grading.\*388. ART

**Credits:** 2

**Prerequisites:**

EDU 360.

**Co-Requisites:**

ART 316 and EDU 425, EDU 360.

**ART 317: STUDIO ART TRAVEL PROGRAM**

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

**Credits:** 3-6

**ART 320: PRINTMAKING III**

An advanced course emphasizing the unique and individual application of printmaking processes and the development of student's ideas and working procedures so that they bear a meaningful relationship to one another. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 220.

**ART 325: SPECIAL TOPICS IN NON WESTERN ART**

This course will provide a focus on art from one region (ie. Africa) outside the European tradition. It will examine the purpose, style, and context of the art, and may include traditional as well as contemporary art objects as well as architecture. The course content will vary. Non-European-non-Anglophone.

**Credits:** 3

**ART 326: DIGITAL MEDIA III**

This course provides emphasis on conceptualization, creativity, and visual aesthetics of the motion and animation field. Students will produce animation and motion clips for commercial usage. Students will use graphics software, digital sound and video-editing equipment to organize audio and video clips for finished productions. Lab Fee.

**Credits:** 3

**Prerequisites:**

ART 226 or permission of the instructor.

**ART 330: CERAMICS III**

An advanced investigation in the processes and possibilities of clay, glazes, and firing methods. Development of student's ideas is emphasized with the understanding of the capabilities and limitations of clay for solving various problems. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 230.

**ART 340: PHOTOGRAPHY III**

This is an advanced course focusing on the student's personal concept. The choice of traditional or experimental processes is decided upon by the student. The student's focus is also based upon series work. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 240.

**ART 350: SCULPTURE III**

This course provides students with studio opportunities in creating cast metal sculpture and emerging technologies in the foundry process. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 250 or permission of instructor.

**ART 355: SURVEY OF ART THERAPY**

This course is designed to introduce students to the principles, history, and primary theorists of the field. Students will be introduced to the major schools of thought, including studio art therapy, clinical art therapy, developmental art therapy, and art therapy as social action. Selected topics will also include the specialized role of art materials and creative thinking skills as they relate to the field of art therapy. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 111, 112 or permission of the instructor.

**ART 357: ART THERAPY PERSPECTIVE-UNDERSTANDING CHILDREN'S ART**

This course is a study of the child's artistic process and the neurodevelopmental process of creativity. There will be an emphasis on the artistic states/sequences of child development, as well as assessments relevant to each age level. The material presented in this course will give students an expanded concept of the needs of children in diverse populations, and the approaches utilized by art therapists in the treatment of children. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 111, 112, 355 or permission of instructor.

**ART 360: SPECIAL TOPICS IN STUDIO ART**

A course designed to provide an in-depth study of an art or design process, subject matter, or technique. Since the content will vary, it may be taken more than once for credit. Lab fee varies per class.

**Prerequisites:**

Art major or permission of instructor.

**ART 370: PAINTING III**

Figure-ground relationships in two-dimensional and three-dimensional composition through the use of oils, acrylics, and mixed media; experimentation with various technological changes and surface treatments in the solution of formal and expressive problems. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 270.

**ART 380: ART THERAPY METHODS, MATERIALS AND THEORIES**

ART 380 illustrates the principles, field-specific theories, and applications of art therapy as related to media selection in diverse settings, with a variety of populations. Considerations of developmental issues, environmental factors, cultural diversity, and accessibility will be explored. Strengthening communication skills, including APA formatting, visual and symbol research and oral presentations, will be emphasized throughout the course. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 111, 112, 355, 357 or by permission of the instructor.

**ART 388: GLOBAL PERSPECTIVES IN ART EDUCATION**

The purpose of this course is to examine various cultures and art from around the world and determine how to promote conceptual understanding of diversity in the K-12 classroom. Students will explore art education using a global lens, design comprehensive units and develop reflective and critical thinking skills. This course is appropriate for the following degree programs: BA Art Education, BA Early Childhood, BA Elementary Education, and BA Special Education. Benchmark II. Meets Non-European/non-anglophone and Writing Intensive Requirements. Lab fee.

**Credits:** 3

**ART 400: SPECIAL TOPICS IN ART HISTORY SEMINAR**

This is a directed reading and discussion seminar that will center around a selected topic in art history or theory. Since the content will vary, this course may be taken more than once for credit. Offered periodically.

**Credits:** 3

**Prerequisites:**

ART 201, 202 or permission of instructor.

**ART 405: ART AND CRITICAL THEORY**

This seminar serves as an introduction to critical theory, criticism and current methodologies informing debates around art. The course will focus on some of the key thinkers, ideas, and schools of thought shaping the reception, interpretation and practice of art in the 20th and early 21st centuries. The student will acquire a fundamental framework for understanding and engaging modern and contemporary art, and will gain an appreciation for the potential of theory to inform artistic research and practice. Writing intensive for studio art majors.

**Credits:** 3

**Prerequisites:**

upper-division art history course or permission of instructor.

**ART 410: ADVANCED STUDIO ART**

An advanced studio art class that allows each student to explore her own studio art concentration, as well as experiment with new media. Contemporary art issues will be discussed, along with the exploration of conceptual, research and technological components. This course can be taken up to four times by studio art majors. Lab fee.

**Credits:** 3

**Prerequisites:**

Any level II studio art course. Juniors and Seniors or permission of the instructor.

**ART 412h: DIRECTED STUDENT TEACHING IN ART**

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must request a student teaching placement by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits:** 12

**ART 413: DRAWING IV**

Experimental approaches to drawing. Emphasis on personal initiative and discipline in defining and executing problems. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 313.

**ART 414: SENIOR SEMINAR**

A course to assist seniors in improving career preparation skills such as conceptual competency, digital portfolio presentation and documentation in conjunction with website development, gallery and exhibition preparation, and professional writing skills in graduate entry and job applications. Capstone for BA and BFA in studio art.

**Credits:** 1

**ART 415: SENIOR EXHIBITION**

This course is the execution of the senior exhibition, which includes a public presentation of the student's work, digital documentation of the show, art-related documents, and a professional announcement. The completion of the exhibition and documentation is a requirement for graduation for many Art and Design degree programs. Capstone for BA Studio Art and BFA Studio Art.

**Credits:** 1

**Prerequisites:**

ART 414 or DES 480.

**ART 417: ART THERAPY STUDY TRAVEL**

A travel study program for course credit wherein participants will spend fourteen days in a selected city or cities for an intensive exploration of culture, art, historical perspectives, international approaches to art therapy and may include service learning opportunities when available. Additional travel expense is expected to be incurred at the responsibility of the participant. This course may be taken twice for credit when destinations differ. Offered Jan Term or Summer Terms only.

**Credits:** 4

**Prerequisites:**

ART 355, 357, 380 and/or permission of instructor.

**ART 420: PRINTMAKING IV**

Advanced investigations into the aesthetic possibilities of printmaking process. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 320.

**ART 426: DIGITAL MEDIA IV**

This course introduces interactive page design and development techniques using web and mobile app creation software. Aesthetic design principles for page layout, type design, imaging and development using an authoring tool will be applied for creative products to construct user experience. Students will publish files and optimize them for size and quality. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 326 or permission of the instructor.

**ART 430: CERAMICS IV**

An advanced investigation in the processes and possibilities of clay, glazes, and firing methods. Experimental approaches with ceramic media with an emphasis on personal initiative in defining and creating problems and aesthetic solutions to these self-imposed problems. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 330.

**ART 440: PHOTOGRAPHY IV**

Advanced investigations into the aesthetic possibilities of the photographic process. Experimentation with media is encouraged, as well as a strong focus on series work. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 340.

**ART 450: SCULPTURE IV**

The individual development of style and choice of media to be used. Strong emphasis will be placed on the exercise of personal initiative and self-discipline, not only in defining and executing individual problems, but also in involvement outside the studio by entering juried exhibitions, attending major exhibitions, and readings. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 350.

**ART 453: ART THERAPY FIELD EXPERIENCE**

This course will prepare students for their senior art therapy internship. Students will participate in an art-based service learning experience with an agency that serves at-risk youth. This course will also include a comprehensive inspection of graduate schools, career opportunities, portfolio presentations, and foundational counseling techniques including ethics and cultural competencies. The material presented will give the students an expanded concept of the field, writing, observation and speaking skills necessary to pursue their future goals. Lab fee.

**Credits:** 3

**Prerequisites:**

A 3.0 average in the major, ART 355, 357, 380, and permission of the instructor.

**ART 454: Art Therapy Internship**

Indicates experiential learning requirement for degree program.

**Credits:** 3

**ART 455: ART THERAPY SENIOR SEMINAR**

This course will provide senior art therapy students the opportunity to research an art therapy topic of interest, write a 20-page APA-style paper, complete either a 2-D or 3-D visual research image, and present their findings. This seminar will also discuss current issues in the field and establish the ethical requirement to understand and value the role of diversity and cultural humility within the profession. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 355, 357, 380 and permission of the instructor.

**ART 460: ART HISTORY SENIOR SEMINAR**

This course is designed to provide the senior Art History major with an opportunity to focus on a particular period in art history and gain experience doing in-depth research and writing on a topic of her choosing, with the professor's approval. It also provides the student with career development and graduate school preparation. This capstone course should ideally be taken during the Fall Term of the senior year. Writing Intensive and capstone course for art history majors.

**Credits:** 3

**ART 464: ART HISTORY INTERNSHIP**

The internship provides students with the opportunity to develop disciplinary skills and explore a variety of career options. Among potential venues for the internship are museums, galleries, auction houses, historic properties, libraries, and corporate art collections. Students may shadow curators, art critics, art historians in academia, art dealers, museum education specialists, and other arts professionals. Projects may focus on curatorial practice, cataloguing, archival methods, registrar work, preservation, research, art criticism, blogging, grant writing, or other professional activities relevant to the field. Pass/fail grading.

**Prerequisites:**

ART 201 and 202.

**ART 465: STUDIO ART INTERNSHIP**

This program offers advanced students the opportunity to work with business establishments or studio artists in digital media or fine arts. This includes, but not limited to, graphic design, illustration, photography, ceramics, and printmaking. Pass/fail. May be repeated.

**Credits:** 3

**Prerequisites:**

ART 111, 112, 113, appropriate advanced courses in area of interest, and permission of faculty advisor.

**ART 466: ARTIST IN RESIDENCY INTERNSHIP**

This program offers advanced Studio Art students the opportunity to develop pedagogical skills to implement art in residency programs including planning the residency, marketing the residency, implementing workable student and materials management plans, and promoting visual arts in the school and community. Pass/fail grading. May be repeated.

**Credits:** 3

**Prerequisites:**

ART 111, 112, 113, appropriate advanced courses in area of interest, and permission of faculty advisor.

**ART 470: PAINTING IV**

Problems of scale and the control of volume and space as a means of creative expression. Emphasis is on the exercise of personal initiative and discipline of defining and executing problems. Lab fee.

**Credits:** 3

**Prerequisites:**

ART 370.

**ART 490: DIRECTED INDEPENDENT STUDY**

An independent course of advanced study in an area of studio art or design. May be taken for a total of 6 hours credit. Lab fee, as required by specific area of study.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**ART 495: SENIOR PROJECT**

An independent directed course with faculty supervision, for seniors in preparation for their graduation exhibition. Students are required to produce a series of conceptually motivated artworks, accompanied by pertinent research, a relevant artist statement, and digital presentations and a Spring term oral defense. BFA candidates are required to take this course in the final two semesters of their senior year. Optional studio art elective for BA candidates.

**Credits:** 3-6

**Prerequisites:**

BA and BFA studio art or art education majors.

**ART 499: HONORS THESIS IN ART**

This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

**Credits:** 3

**Prerequisites:**

GPA of at least 3.0; permission of the student's major professor (adviser); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.

**FSY 125: FIRST-YEAR SEMINAR**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit- hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course. May not count as a fine arts GEP requirement if the course is Art 125: 2D Design or Art 125: 3D Design.

**Credits:** 3

## Biology

### Department of Biology, Chemistry, and Physics

- WILLIAM CASE, chair
- DOUGLAS P. JENSEN, associate chair
- MAHDOKHT BEHRAVAN
- H. NEVAL ERTURK
- JENNIFER HAWK
- EDNA STEELE
- SHARON STRICKLAND
- ABREEOTTA WILLIAMS

## Mission

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore

scientific principles. The curricula are designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

## Degrees and Programs Offered

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification; students interested in this certification should discuss this with their advisors and the Department of Education as early as possible, as secondary certification requirements may not be identical to major requirements.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students with majors in the Department of Biology, Chemistry, and Physics participate in pre-health curricula, which are described in the Career and Pre-Professional Programs section of this catalog. These programs are not part of the majors, and the majors are not required for them.

The General Education Program is a requirement for all degrees. The requirements

listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course. Capstone experience.
- For more information see the [GEP requirements](#) in this catalog.

## Biology Major with a Bachelor of Arts or Bachelor of Science Degree

Students majoring in biology may receive either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Science degree requires students to take more courses in biology, chemistry, physics, and mathematics than the Bachelor of Arts degree does. In addition to coursework, all biology majors must complete the research requirement and take an assessment exam.

A student interested in biology should inform her adviser as early as possible. It is highly recommended, although not

necessary, that she begins the chemistry sequence (CHM 190-203) during her freshman year and that she begins biology coursework within her freshman year. She should work closely with her adviser to plan her course of study.

### Research Requirement

All biology majors (BA & BS) are required to gain research experience. Students may fulfill this requirement by performing a research project under the direction of biology faculty at Converse College, by performing a research project under another person, or as part of a summer program. All research performed away from Converse must be approved by the biology faculty at Converse College. Students who prefer not to perform a research project may fulfill this requirement by successful completion of BIO 480. Chemistry projects and Biology projects satisfy the requirements for both majors for students who are double majors in Biology and Chemistry. BIO 480 does not satisfy the Chemistry research requirement.

### Assessment Exam

In addition to the coursework and research requirements, all biology majors must complete an assessment exam during their senior year.

### Secondary Teaching Certification

Majors who plan to complete secondary certification to teach high school must declare an Education minor, and meet with an advisor in the [Education Department](#) to discuss specific requirements. They are encouraged to do this as early as possible. Students

interested in secondary certification should complete the following: Biology 190, BIO 191, 202, 203, 312 and 411; one of Physics 242 and 252; and one of BAD 300, ECN 300, POL 303, and PSY 311.

### Student Learning Outcomes

Through completion of the Bachelor's Degree in Biology, students will:

1. acquire an intermediate understanding of the fundamental biological principles and integrate these principles from the major areas of biology (cellular biology, organismal biology, field biology, genetics, and evolution).
2. acquire laboratory and field skills in biology.
3. develop communication skills in written and oral forms that are appropriate for biologists.
4. engage in the scientific process demonstrating an advanced understanding of research, methods, and analysis.

The major GPA of a biology student will be calculated by using grades earned for all required major courses and the electives in which students have earned the highest grades, up to the required number of hours. Cognate courses and additional electives will not be calculated into major GPA.

#### **BIO 100: CONCEPTS IN BIOLOGY**

An introduction to the fundamental principles of biological activity and scientific methodology. Lecture and laboratory. Lab fee. Offered Fall and Spring Terms.

**Credits:** 4



**BIO 105: HUMAN BIOLOGY**

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

**Credits:** 4

**BIO 106: BIOLOGY OF HUMANS**

Not accepted for major or minor credit. This course is an introduction to the basic principles of biology focusing on humans as biological creatures. Topics include anatomy and physiology, physical fitness, nutrition, genetics, health, disease, human evolution, and human ecology. Lecture only. Meets the GEP requirement for Wellness.

**Credits:** 3

**BIO 110: MEDICAL TERMINOLOGY**

Not accepted for Biology major or minor credit. An introduction to medical terminology through the study of the human body systems. The course begins with building medical terms from roots, prefixes, suffixes and combining forms and then progresses into relating these terms to the human body system. Each body system lesson includes terms for anatomy, physiology, pathology, diagnosis, medical procedures, pharmacology and abbreviations.

**Credits:** 3

**BIO 112: HUMAN BODY AND FUNCTIONS**

This course is designed to provide students with a general understanding of how the human body functions. Topics include its levels of organization and the structure and function of the major organ systems. This course is not acceptable in programs requiring two semesters of Anatomy and Physiology (e.g., Pre-Nursing, Pre-Med, and most Allied-Health Professions programs) and does not satisfy the Biology major or minor requirements. Lab Fee.

**Credits:** 4

**BIO 117: STUDY TRAVEL PROGRAM**

A special program offering the student the opportunity to learn about biological sciences in the United States and in foreign countries. The student will incur additional costs.

**Credits:** 3-4

**Prerequisites:**

BIO190 or instructor approval.

**BIO 120: SPRING FLORA**

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

**Credits:** 4

**BIO 125: FIRST-YEAR SEMINAR**

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

**BIO 125 : Women of Color in Biology**

This is a 3-credit lecture course linked to Student Success Seminar (1-credit hour). It is designed to explore the contributions of people of color to biology. It will begin with an in-depth view of skin colors then shift to the contributions of ancient civilizations such as Egypt, Ethiopia, and Mali. From there, it will move to early advances in countries such as Ghana, India, and China. Then it will venture into modern advancements. Along the way we will look at individuals of color and what they have contributed to the vast world of biology.

**GEP credit.**

**Credits:** 3

**BIO 150: SPECIAL TOPICS**

Four hour course will have a laboratory component. Some offerings may be eligible for major or minor credit. Selected topics in introductory level biology. Special topic: Human Nutrition will meet the GEP requirement for wellness. Lab Fee.

**BIO 190: INTRODUCTION TO BIOLOGICAL SCIENCE I**

This is a general introduction to biology for all students, non-majors and potential majors. It serves as a natural science general education class. The course covers concepts and principles in the areas of organismal biology evolution, biodiversity, and ecology. Lab Fee.

**Credits:** 4

**BIO 191: INTRODUCTION TO BIOLOGICAL SCIENCE II**

This is a general introduction to biology for all students, non-majors and potential majors. It serves as a natural science general education class. The course covers concepts and principles in the areas of genetics (heredity and molecular biology), cell structure and function (Metabolism), and other areas. Lab Fee.

**Credits:** 4

**Prerequisites:**

BIO190 or AP Biology credit.

**BIO 199H: FRESHMAN HONORS SEMINAR**

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

**BIO 202: GENERAL ZOOLOGY**

A study of the morphology, taxonomy, and physiology of representative types from the Animal Kingdom. Lecture and laboratory. Lab fee. Offered Fall Term.

**Credits:** 4

**Prerequisites:**

BIO 190 or consent of the instructor.

**BIO 203: GENERAL BOTANY**

An introduction to plants, their activities, and their relationship to humans. Lecture, laboratory, and field trips. Lab fee. Offered alternate Spring Terms.

**Credits:** 4

**Prerequisites:**

BIO 190 or consent of the instructor.

**BIO 205: HUMAN ANATOMY**

A study of both gross and microscopic anatomy of the organ systems of the human body with emphasis on the relationship between form and function. The laboratory portion will involve study of the anatomy of all the organ systems using models, histological slides and skeletal materials, as well as dissection of preserved non-human mammals. Lecture and laboratory. Lab fee. Offered alternate Spring terms or as needed. Students may not receive academic credit for both BIO 205 or BIO 305.

**Credits:** 4

**Prerequisites:**

BIO 190 or equivalent.

**BIO 211: 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. Lecture and laboratory. Lab fee.

Offered alternate Spring Terms.

**Credits:** 4

**Prerequisites:**

BIO 191 and CHM 190 or consent of the instructor.

**BIO 270: HUMAN SEXUALITY**

A study of the human reproductive system with primary emphasis on anatomy and physiology. Consideration also will be given the psychological, religious, and ethical aspects of human sexuality. Lecture.

**Credits:** 3

**Prerequisites:**

BIO 190.

**BIO 299H: INTERDISCIPLINARY HONORS COURSE**

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

**BIO 301: GENETICS**

A study of the fundamental principles of heredity with emphasis on its molecular basis. Experimental work with *Drosophila melanogaster*, bacteria, and viruses will be included. Lecture and laboratory. Lab fee. Offered Fall Term.

**Credits:** 4

**Prerequisites:**

BIO 191 or its equivalent, either BIO 310 or 312, and CHM 203.

**BIO 302: EVOLUTIONARY BIOLOGY**

A survey of the theory, history, and principles of evolutionary biology. Both macro-evolutionary and micro-evolutionary topics are covered, and primary literature is discussed. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

BIO 301. Junior or senior class standing is recommended.

**BIO 303: SYSTEMATIC BOTANY**

A study of the taxonomy of the vascular plants with emphasis on the angiosperms. Laboratory will include work in the field. Lecture and laboratory. Lab fee. Offered alternate Spring Terms.

**Credits:** 4

**Prerequisites:**

BIO 190 and one additional biology major course.

**BIO 304: COMPARATIVE VERTEBRATE EMBRYOLOGY**

A comparative study of the development of selected vertebrates. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

**Credits:** 4

**Prerequisites:**

BIO 191 or its equivalent and either BIO 202 or 203 or permission of the instructor.

**BIO 305: HUMAN AND COMPARATIVE ANATOMY**

A comparative study of the origin, structure, and function of organ systems of humans and other selected vertebrates. The gross anatomy of organ systems in relation to their functions are studied.

Laboratory includes a hands-on approach to the identification of anatomical structures. Lecture and laboratory. Lab fee. Offered Spring Term. Students may not receive academic credit for both BIO 205 or BIO 305.

**Credits:** 5

**Prerequisites:**

BIO 191 or its equivalent.

**BIO 308: INVERTEBRATE ZOOLOGY**

A study of the morphology and biology of invertebrates. Lecture, laboratory, and field trips. Lab fee.

**Credits:** 4

**Prerequisites:**

BIO 191 or its equivalent.

**BIO 309: PARASITOLOGY**

A taxonomic approach to the ecology, physiology, and pathology of parasites, with emphasis on those of medical and veterinary importance. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

**Credits:** 4

**Prerequisites:**

BIO 191 or its equivalent.

**BIO 310: CELL BIOLOGY**

This course is a study of the structure and function of prokaryotic and eukaryotic cells. Different areas of cellular biology including the synthesis and function of macromolecules such as proteins; membrane and organelle structure and function; bioenergetics; and cellular communication will be examined. Examples of relevant human disorders will also be used to help the student understand consequences of cellular dysfunction. Laboratory sections are designed to illustrate cellular phenomena, as well as introduction to techniques and procedures commonly utilized in modern cell and molecular biology research. Lab Fee.

**Credits:** 4

**Prerequisites:**

BIO 191 or its equivalent and CHM 203.

**BIO 312: MICROBIOLOGY**

A study of the physiology and morphology of bacteria, algae, and fungi, and their roles in sanitation, agriculture, and medicine. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

**Credits:** 4

**Prerequisites:**

BIO 191 or its equivalent; one of BIO 202, 203 and 310; and CHM 203.

**BIO 330: INTRODUCTION TO IMMUNOLOGY**

A study of the mechanisms of the immune defense of the human body. Vaccination, grafting, tumor immunology, and autoimmune diseases are also discussed. Lecture.

**Credits:** 3

**Prerequisites:**

BIO 191 or its equivalent; one of 301, 310 and 312; and CHM 203.

**BIO 350: SPECIAL TOPICS IN BIOLOGY**

Selected topics in advanced biological study. Lab Fee.

**Prerequisites:**

BIO 191 or its equivalent and consent of the instructor.

**BIO 350 : Special Topics: Laboratory Techniques in Biomedical Sciences**

At the end of this course students will acquire an understanding of tissue culture, molecular biology, cell biology, toxicology, and molecular genetic laboratory techniques that are required to carry out tasks in biomedical laboratories. The course will cover principles of these techniques as well as practical applications.

**Major, Minor, Elective credit.**

**Credits: 3**

**BIO 391: JUNIOR SEMINAR**

Junior standing in major is required. Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Conferences as needed. Offered Fall Term.

**Credits: 1**

**Prerequisites:**

BIO 191 and one additional major level course or consent of the instructor.

**BIO 401: BIOLOGY FOR TEACHERS**

A special course covering the modern techniques for the teaching of biology on the secondary level. Lecture, laboratory, and field trips. Offered Summer Session I.

**Credits: 3**

**Prerequisites:**

BIO 191 or its equivalent and either BIO 202 or 203.

**BIO 408: MOLECULAR BIOLOGY OF THE CELL**

The study of molecular mechanisms lying behind the workings of the cell, with emphasis on DNA, RNA and proteins. Both lecture and laboratory will involve the study and use of modern biotechnological protocols and procedures. Lecture and laboratory. Lab fee. Offered alternate Spring Terms.

**Credits: 4**

**Prerequisites:**

BIO 191 or its equivalent; one of BIO 301, 310, and 312; and CHM 203.

**BIO 409: BIOLOGY OF CANCER**

This course will explore the molecular and cellular mechanisms leading to cancer development. Mechanisms causing changes in normal growth and division process leading to the formation of tumors will be explored through discussing journal articles. Lecture only.

**Credits: 3**

**Prerequisites:**

BIO 310 and CHM 203.

**BIO 411: ECOLOGY**

A study of the principles governing the relationships between organisms and their environment. Laboratory will include extensive field work. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

**Credits: 4**

**Prerequisites:**

BIO 190 or its equivalent and one of BIO 202 or 203.

**BIO 420: HISTOLOGY**

The study of animal tissues with emphasis on how structure and function interrelate. The laboratory emphasizes tissue recognition at the microscopic level. Lecture and laboratory. Lab fee.

**Credits: 4**

**Prerequisites:**

BIO 191 or its equivalent and either BIO 202 or 203 or consent of the instructor.

**BIO 480: RESEARCH METHODS IN BIOLOGY**

This course fulfills the research requirement for the biology major. This course introduces students to scientific research from both philosophical and practical perspectives. Activities include reading and discussions of philosophical approaches to science and biology and research project design and criticism.

**Credits: 3**

**Prerequisites:**

BIO 191 or its equivalent and completion of two additional biology courses.

**BIO 481: INTERNSHIP IN BIOLOGY**

A special course to afford the student practical work experience for academic credit. Open to juniors and seniors with an adequate background in biology. A journal and oral report of the internship are required. Credit and work to be arranged according to the experience desired. Pass/fail grading.

**Prerequisites:**

BIO 190 or its equivalent and consent of instructor.

**BIO 485: RESEARCH**

A special course to allow the student to pursue a research project. May be repeated for a maximum of six credit hours. Lab fee.

**Credits:** 1-4

**Prerequisites:**

BIO 191 or its equivalent and consent of the instructor.

**BIO 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

A special course to allow the student to pursue independent study or research. Credit and work to be arranged according to the problem, and topic must be approved by the instructor. May be repeated for credit.

**Credits:** 1-4

**Prerequisites:**

BIO 191 or its equivalent and consent of the instructor.

**BIO 491: SENIOR SEMINAR**

Capstone course for Biology major. Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide advanced experience in literature review, writing and oral presentation. Conferences as needed. Offered Fall Term. Writing intensive and capstone.

**Credits:** 2

**Prerequisites:**

BIO 391 or consent of the instructor.

**BIO 497: HONORS**

This course is for qualified students pursuing honors in biology. Students perform independent research and write a thesis under the direction of a biology faculty member.

**Credits:** 3

**Prerequisites:**

BIO 191 or its equivalent, senior class standing, approval by the department, and consent of the instructor.

## Business Administration

## Department of Economics, Accounting, and Business

- AMY E. COX, chair
- BILAL CELIK
- RIAHEEN FARZANA
- MADELYN V. YOUNG

## Mission

The mission of the Economics, Accounting and Business department is to offer students the high quality education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers five concentrations: finance, human resource management, international business, marketing, and sports management. The department assists students who wish to pursue graduate education for entrance to and successful completion of graduate school.

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

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

Social Science 6 hours  
49-52  
**Total** hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

## Major and Minor GPA Calculation for Economics, Accounting and Business Department

A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

Bachelor of Arts with an Economics major, Bachelor of Science with an Economics major, Economics minor, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or

double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

## Business Administration

The mission of the Business Administration program at Converse is to prepare students to succeed in employment or graduate study.

Students earning the Bachelor of Arts or Science in every concentration will achieve the following program level-student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing.
2. Students will evaluate and analyze data to solve problems and make business and financial decisions.
3. Students will demonstrate fundamental knowledge of the functional areas of business.
4. Students will apply knowledge and solve problems in the area of their concentration.

Students majoring in business administration are encouraged to select a second major or a minor. Students majoring in business with a concentration in finance, international business, human resource management, marketing or sports management can double major in economics or minor in economics. Students majoring in accounting cannot minor in business administration. Students who

major or minor in business administration should complete their GEP math requirement during their freshman year. It is recommended that MTH 108 be chosen to fulfill this requirement. Students are also encouraged to take HPE 124: *Beginning Golf* as their GEP activity course requirement. Business majors planning to take the GMAT or GRE during their senior year are encouraged to take ECN 300 and ECN 304 during their junior year.

### **BAD 125: FIRST-YEAR SEMINAR**

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

**Credits: 3**

**BAD 191: APPLICATIONS OF EXCEL IN BUSINESS ADMINISTRATION**

This course will give students hand-on experience in applying Excel spreadsheets to real-world situations and problems. Topics discussed include but are not limited to the following: writing basic formulas: using the statistical, financial, and other formulas in the Excel package; using the regression and the correlation analysis tools of Excel; creating and formatting tables, charts and graphs to express quantitative data in a visual format; writing Macros to fit business situations.

**Credits: 1**

**BAD 203: SOCIAL ENTREPRENEURSHIP**

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Major local and global social issues like environmental issues, education, poverty, human rights, and healthcare will be discussed. Current efforts to address and “solve” these “problems” and think critically and creatively to generate new ideas, such as . microfinance, philanthropy, venture philanthropy & impact investing, measuring social impact and social return on investment calculations, corporate social responsibility, and integrated bottom lines, will be examined.

**Credits: 3**

**BAD 206: BUSINESS COMMUNICATION**

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

**Credits: 3**

**BAD 206 : Business Communications**

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

**Major (DCP), Elective credit.**

**Credits: 3-4**

**BAD 245: SOCIOLOGY OF WORK**

Same as [SOC 245](#).

**Credits: 3**

**BAD 260: COMPLEX ORGANIZATIONS**

Same as [SOC 260](#).

**Credits: 3**

**BAD 291: SPECIAL TOPICS IN BUSINESS**

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

**Credits: 3-4**

**BAD 300: DESCRIPTIVE AND INFERENCE STATISTICS**

Same as ECN 300. Meets Quantitative GEP requirement.

**Credits: 4**

**BAD 330: MANAGEMENT**

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

**Credits: 3**

**BAD 332 : Human Resources Management**

This course is an overview of the functions, processes, and challenges involved in Human Resource Management (HRM). The course will cover language, concepts, and models used to describe and understand HRM, and explore how HRM practices and strategies develop in response to changes in workforce norms, demographics, legal environment and the competitive environment.

**Major, Minor, Elective credit.**

**Credits: 3**

**BAD 340: MARKETING PRINCIPLES**

This course introduces the student to basic marketing concepts and applications and provides an overview of marketing. Topics include the role of marketing within the firm, marketing research, consumer behavior, product development, pricing, channels and distribution and promotional strategy.

**Credits:** 3

**BAD 344: CONSUMER BEHAVIOR**

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

**Credits:** 3

**BAD 345: INTEGRATED MARKETING COMMUNICATIONS**

The emphasis in this course will be on the role of integrated marketing communications (IMC) in the marketing plan of an organization. Topics covered include advertising, public relations, sales promotions, interactive marketing and direct marketing, as well as the process of developing an IMC program, and various factors that influence this process.

**Credits:** 3

**Prerequisites:**

BAD 340 is recommended but not required.

**BAD 347: PROFESSIONAL SELLING**

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

**Credits:** 3-4

**BAD 348: SPORTS MARKETING**

This course is an introduction to the field of sports marketing. Both the marketing of sports products and teams, and the use of sports as a marketing tool, for other products and brands are covered. Topics include sponsorship, endorsement, licensing and venue naming rights, the marketing of professional, amateur and participation-oriented sports, the marketing of a broad array of sports-related products such as sporting goods and apparel, and emerging issues in the field.

**Credits:** 3

**Prerequisites:**

BAD 340 is recommended but not required.

**BAD 349: SPORTS ECONOMICS AND FINANCE**

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

**Credits:** 3

**Prerequisites:**

ECN 201.

**BAD 351: AMERICAN LEGAL SYSTEM AND CONTRACTS**

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

**Credits:** 3

**BAD 352: BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW**

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

**Credits:** 3



**BAD 353: LABOR AND HUMAN RELATIONS LAW**

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

**Credits:** 3

**BAD 399: STUDY/TRAVEL SEMINAR**

Same as ECN 399.

**Credits:** 3

**BAD 401: SPECIAL TOPICS IN BUSINESS**

The topics will vary depending on available staff and interest of the students.

**Credits:** 3-4

**BAD 442: MARKETING RESEARCH**

This course involves the student in the systematic and objective process of generating information to aid in decision-making. This process includes problem formulation, research design, data collection, data analysis and communication (both written and oral) of research results.

**Credits:** 4

**Prerequisites:**

BAD 340.

**BAD 443: INTERNATIONAL MARKETING**

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

**Credits:** 3

**Prerequisites:**

BAD 340.

**BAD 450: STRATEGIC MANAGEMENT: REAL WORLD CASES IN BUSINESS**

The course will require students to apply skills and knowledge acquired in the previous courses to provide oral and written solutions to real business situations. GEP Non-European/non-Anglophone. The course will focus on the application of previous learning in the analysis of case studies. Students will be responsible for analyzing, writing and orally presenting analysis of various real business case studies.

**Credits:** 3

**Prerequisites:**

BAD 206, CSC 208, ECN 201, ECN 202, BAD 330, BAD 340, ACC 211, ACC 212, ACC 375, ECN 304.

**BAD 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

This independent course of advanced study under faculty guidance and instruction examines a topic not covered in any other course. May be repeated for credit.

**Credits:** 3

**Prerequisites:**

departmental approval.

**BAD 499: BUSINESS ADMINISTRATION INTERNSHIP**

The student will be engaged in an internship in a business or governmental agency that relates to the student's career choice. A portfolio of the internship is required. Pass/fail grading.

**Credits:** 1-6

**Prerequisites:**

At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.

## Chemistry

### Department of Biology, Chemistry, and Physics

- WILLIAM CASE, chair
- DOUGLAS P. JENSEN, associate chair
- MAHDOKHT BEHRAVAN
- H. NEVAL ERTURK
- JENNIFER HAWK
- EDNA STEELE
- SHARON STRICKLAND
- ABREEOTTA WILLIAMS

### Mission

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific principles. The curricula are designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

### Degrees and Programs Offered

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification; students interested in this certification should discuss this with their

advisors and the Department of Education as early as possible, as secondary certification requirements may not be identical to major requirements.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students with majors in the Department of Biology, Chemistry, and Physics participate in pre-health curricula, which are described in the Career and Pre-Professional Programs section of this catalog. These programs are not part of the majors, and the majors are not required for them.

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

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

Graduation requirements but not a separate course:

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

- For more information see the [GEP requirements](#) in this catalog.

## Chemistry Major with a Bachelor of Science or Bachelor of Arts Degree

### Student Learning Outcomes:

Through completion of the Bachelor's Degree in Chemistry, our graduates will:

1. acquire an intermediate understanding of chemical principles that comprise the major sub-disciplines of the field (organic, inorganic, physical, analytical and biochemistry).
2. develop laboratory skills and techniques
3. engage in the scientific process through participation in faculty-sponsored research projects
4. enhance oral and written communication skills appropriate for chemists

To earn a major or minor in chemistry a student must have a minimum GPA of 2.0 in all required chemistry coursework. Grades in cognate courses are not included in the GPA calculation. Elective credits beyond the required number may not be included in the calculation.

To receive the Bachelor of Arts or Bachelor's of Science degree in Chemistry, students must receive a grade of C- or higher in every chemistry course required for the major, excluding cognate coursework.

### CHM 105: SPECIAL TOPICS IN CHEMISTRY

Selected topics in introductory level chemistry for students not intending to pursue a science major. Lecture-only. Offered periodically.

**Credits:** 3

### CHM 106: INTRODUCTION TO EXCEL FOR SCIENTISTS

This course is an introduction to using Microsoft Excel in scientific settings. Students will be introduced to the basic functions of Excel as well as analyze real data using various Excel functions. This course is open to everyone, but will be geared toward science majors. There are no prerequisites. This course is offered periodically.

**Credits:** 1

### CHM 110: A SCIENTIST'S FOOD FOR THOUGHT

This course is intended for non-science majors and/or students who desire to learn more about the chemistry and science of food. Topics will include different types of food, the growth and production of food, cooking methods, the storage of food, fad diets, and the food needs of humans as they relate to "hot topics" that influence our current society and the future of our world.

**Credits:** 3

### CHM 117: STUDY TRAVEL PROGRAM

A special program offering the student the opportunity to learn about chemical applications in the United States and in foreign countries. The student will incur additional costs.

**Credits:** 3-4

#### Prerequisites:

CHM 190 or instructor approval.

**CHM 125: FIRST YEAR SEMINAR IN CHEMISTRY**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number. Lecture format only. FYS in chemistry will explore modern topics in chemistry as determined by the instructor. Special emphasis is given to cultivating critical thinking, effective speaking and writing skills. Offered periodically.  
**Credits: 3**

**CHM 150: CHEMISTRY IN THE REAL WORLD**

A laboratory course designed for non-science majors that provides an introduction to current innovations and research in chemistry. Specific topics will be selected by the instructor but could include forensics, medicine, food, environmental issues and nuclear chemistry. Lecture and laboratory format. Lab Fee. Offered alternate Fall Terms.  
**Credits: 4**

**CHM 160: Geology**

**Credits: 3**

**CHM 190: GENERAL CHEMISTRY**

This is the first course in an introductory four semester sequence intended for chemistry and biochemistry majors, minors and pre health students. The course lays the foundation for further coursework in chemistry. Topics include atomic and molecular structure, stoichiometry, various chemical reactions, chemical bonding models, and an introduction to chemical thermodynamics and equilibrium. Lecture and laboratory format. Lab Fee. Offered every Fall Term

**Credits: 4**

**Prerequisites:**

High school Algebra or equivalent. Required for major and minor.

**CHM 190H: General Chemistry Honors**

This is the first course in an introductory four semester sequence intended for chemistry and biochemistry majors, minors and pre health students. The course lays the foundation for further coursework in chemistry. Topics include atomic and molecular structure, stoichiometry, various chemical reactions, chemical bonding models, and an introduction to chemical thermodynamics and equilibrium. Lecture and laboratory format. Lab Fee. Offered every Fall Term

GEP Quantitative.

**Credits: 4**

**CHM 199H: FRESHMAN HONORS SEMINAR**

A course for Nisbet Honors Program students who are interested in understanding some contemporary technological issues with the discipline of chemistry. The course provides the basic scientific knowledge necessary to understand these issues. The laboratory will introduce students to the scientific method and common laboratory techniques in chemistry. Lecture and laboratory format. Lab Fee. Offered periodically in rotation with seminars and other disciplines. Satisfies the FYS requirement for 1st year students.

**Credits: 4**

**CHM 203: ORGANIC CHEMISTRY I**

This is the second course in the four semester introductory chemistry sequence for majors, minors and pre health students. A systematic survey of alkanes, alkenes, alkynes, and alkyl halides. Study includes structure, functional groups, nomenclature, stereochemistry, reactions, reaction mechanisms, and spectroscopy (IR and NMR), with an emphasis on the connection between structure and reactivity. Lecture and laboratory format. Lab fee. Offered every Spring Term

**Credits: 4**

**Prerequisites:**

CHM 190 with a grade of C- or higher.

**CHM 204: ORGANIC CHEMISTRY II**

This is the third course in the four semester introductory chemistry sequence for majors, minors and pre health students. A systematic survey of aromatic compounds, alcohols, ethers, ketones, aldehydes, carboxylic acids, carboxylic acid derivatives, and amines. Study includes structure, functional groups, nomenclature, stereochemistry, reactions, reaction mechanisms, and spectroscopy (IR and NMR), with an emphasis on the synthesis of organic compounds. Lecture and laboratory format. Lab fee. Offered every Fall Term.

**Credits:** 4

**Prerequisites:**

CHM 203 with a grade of C- or higher.

**CHM 251: QUANTITATIVE ANALYSIS**

A study of the theoretical and practical aspects of the quantitative chemical analysis of samples, with emphasis on non- instrumental techniques. Lecture and laboratory format. Lab fee. Offered every Fall Term.

**Credits:** 4

**Prerequisites:**

CHM 190 with a grade of C- or higher

**CHM 299H: INTERDISCIPLINARY HONORS COURSE**

A team-taught course open to Nisbet Honors Program participants and to others who meet Honors Program guidelines; course is taught by faculty from two different departments. All students registering for this course must register not only through the Honors Program but also with their adviser and the Registrar's Office. Offered periodically.

**CHM 306 : Spectroscopic Identification of Organic Compounds Program: Chemistry**

The actual structure of an organic compound cannot be determined from its bulk properties but must be unraveled using indirect spectroscopic evidence. Interpretation of the data gathered from IR, <sup>1</sup>H NMR, <sup>13</sup>C NMR, UV-Vis spectroscopy, and mass spectrometry will be used to solve the structures of various organic compounds.

**Major Elective.**

**Credits:** 3

**Prerequisites:**

CHM 203

Prerequisite: CHM 203, with a grade of C- or higher.

**CHM 307: JUNIOR SEMINAR**

The first of two capstone courses for chemistry and biochemistry majors. Course is completed in the student's junior year. Offered every Spring Term.

**Credits:** 1

**CHM 310: INORGANIC CHEMISTRY**

This is the fourth course in the four semester introductory chemistry sequence for majors, minors and pre health students. Study of the synthesis and behavior of inorganic substances. Topics include certain aspects of thermodynamics, transition metal chemistry, group theory, atomic and molecular bonding theories, and electrochemical processes as they pertain to inorganic compounds and materials. Lecture and laboratory format. Lab Fee. Offered every Spring Term.

**Credits:** 4

**Prerequisites:**

CHM 203 with a grade of C- or higher; MTH 110 or equivalent; 204 recommended

**CHM 311: ENVIRONMENTAL CHEMISTRY**

A study of the chemical substances that are major causes of pollution in our environment and of the techniques used to detect their presence and/or prevent their release into the environment. Lecture and laboratory format. Lab fee. Offered periodically during the Jan term.

**Credits:** 4

**Prerequisites:**

CHM 251 with a grade of C- or higher

**CHM 315: PHYSICAL CHEMISTRY I**

This is the first course of a two part sequence that studies the underlying physical concepts important to chemistry. As an upper level course, it goes in depth to study the mathematical relationships and physical interpretations of those relationships. Topics include the properties of gases, thermodynamics, and chemical kinetics. Lecture and laboratory format. Lab fee. Offered every Fall Term.

**Credits:** 4

**Prerequisites:**

CHM 310; PHY 241-242 or 251-252; MTH 120 and 210 with a grade of C- or higher in each prerequisite; Physics and Math requirements may be substituted with instructor approval.

**CHM 316: PHYSICAL CHEMISTRY II**

This is the second course in the two-part physical chemistry sequence. This course goes in depth to study the physical structure of atoms and molecules, bonding theory, quantum mechanics, modern computational methods, and spectroscopy. Lecture and laboratory format. Offered alternate Spring Terms.

**Credits:** 4

**Prerequisites:**

CHM 315.

**CHM 320: Current Advances in Polymers**

This is a 2 credit, upper level, seminar type class designed for Chemistry and Biochemistry majors. This course will focus on reading and discussing primary literature articles around the topics of polymers and polymeric materials. Course material will start with a general introduction and history of polymeric science. The majority of the class will concentrate on current advances in the field over the last 10 years. Students will be expected to participate in weekly discussions, lead discussions, give formal presentations, and write literature reviews.

**Credits:** 2

**CHM 402: ADVANCED ORGANIC CHEMISTRY**

A course designed as a continuation of important theoretical concepts, reaction types, and reaction mechanisms of organic chemistry. Topics include molecular orbital theory, heterocyclic compounds, polymers, pericyclic reactions. Lecture only. Offered periodically during the Jan Term

**Credits:** 3

**Prerequisites:**

CHM 204 with a grade of C- or higher

**CHM 404: SPECIAL TOPICS**

Advanced courses offered based on staff availability and student interest. Course will explore modern experimentation in chemistry at a level appropriate for junior-senior chemistry majors. Offered periodically.

**Credits:** 1-4

**CHM 407: SENIOR SEMINAR**

The second of two capstone courses for chemistry and biochemistry majors. Course is completed in the student's senior year. Offered during Spring Term. Capstone. Writing Intensive.

**Credits:** 2

**CHM 410: INSTRUMENTAL ANALYSIS**

This course focuses on the principles, instrumentation, and applications of various instrumental methods of analytical chemistry. Some of the instruments covered include: UV-Visible, IR, and NMR spectroscopy, mass spectrometry, gas and high pressure liquid chromatography, atomic emission and absorption spectroscopy, and electroanalytical methods. Lecture and laboratory format. Lab fee. Offered alternate Spring Terms.

**Credits:** 4

**Prerequisites:**

CHM 251.

**CHM 415: BIOCHEMISTRY I**

A study of the structure and function of biological molecules, with a major emphasis on proteins, lipids and carbohydrates. Important concepts will include bioenergetics, biological catalysis, and introductory metabolic pathways as interacting regulated systems. Lecture and laboratory format. Lab fee; Offered alternate Fall Terms.

**Credits:** 4

**Prerequisites:**

CHM 204 with a grade of C- or higher or instructor approval; 251 recommended.

**CHM 416: BIOCHEMISTRY II**

A continuation of Chemistry 415. Topics to include advanced metabolism, mechanisms of replication, transcription, translation, and signal transduction pathways. The laboratory portion of the course will involve team based research projects. Lecture and laboratory format. Lab fee; Offered alternate Spring Terms

**Credits:** 4**Prerequisites:**

CHM 415 with a grade of C- or higher

**CHM 480: INTRODUCTION TO RESEARCH**

A laboratory research experience with a faculty member. Students are expected to complete a minimum of three laboratory hours of research during each week of the semester. Satisfies the research requirement for chemistry and biochemistry majors. Pass/fail grading.

**Credits:** 1**CHM 482: ADVANCED RESEARCH**

Advanced laboratory research experience with a faculty member. Students will be expected to submit an abstract to a regional, state or national conference. May be repeated. A maximum of three credit hours can be applied as elective credit towards the major.

**Credits:** 1-3**Prerequisites:**

Chm 480 or summer research experience.

**CHM 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

An independent course of advanced study focused on a particular topic not covered in any other course. Students receive minimum guidance from faculty. May be repeated for credit.

**Credits:** 1-3**CHM 497: HONORS RESEARCH**

This course is for qualified students pursuing honors in chemistry. Students perform independent research and write a thesis under the direction of a chemistry faculty member.

**Credits:** 3**Prerequisites:**

CHM190 or its equivalent, senior class standing, approval by the department, and consent of the instructor.

## Chinese

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers

a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### CHINESE

Through the Converse-Wofford Cooperative program, Converse students may enroll in Chinese language and cultural courses at Wofford.

## Computer Science

- JESSICA L. SORRELLS, chair
- PETER H. BROWN
- JOSEPH S. BARRERA
- AMANDA J. MANGUM

### CSC 101: COMPUTER LITERACY

Students will discover the practical use of computers to acquire, manage, and use information in the remainder of their education and throughout their career. This course introduces the basics of computer technology and provides hands-on experience with applications software for word processing, electronic spreadsheets, graphics, data communication and networks. Students who have successfully passed any 200-level Computer Science course must have the approval of the department chair to take CSC 101. Pass/fail grading.

**Credits:** 3

### CSC 125: FIRST-YEAR SEMINAR

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

**Credits:** 3

### CSC 126: NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES

Gives students a broad introduction to uses of computing across the curriculum, and to some of the ways in which computing is transforming both the curriculum and society at large. Topics of particular interest will include the ways in which computers represent data; the ways in which computers change our methods of communication; and the ways in which computing technology raises societal issues not previously seen. CSC 125 and CSC 126 may not both be taken for credit. Quantitative GEP requirement.

**Credits:** 3

### CSC 199H: FRESHMAN HONORS SEMINAR

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

**Credits:** 3

### CSC 201: INTRODUCTION TO COMPUTER PROGRAMMING

A study of computer systems, program development techniques, and basic programming concepts; emphasis on good programming style; introduction to a high-level programming language. Lectures and laboratory. Quantitative GEP requirement.

**Credits:** 4

#### Prerequisites:

MTH 108 or equivalent.

### CSC 202: DATA STRUCTURES

To continue the study of the fundamental concepts of programming applied to problem solving and to introduce students to the major data structures (arrays, records, stacks, queues, and lists) and their use in Computer Science and classical Computer Science algorithms including searching, sorting, recursion, and pattern matching. Lectures and laboratory. Quantitative GEP requirement.

**Credits:** 4

#### Prerequisites:

CSC 201.

**CSC 208: DATA FOR BUSINESS**

This course covers the use of spreadsheets and databases to process and analyze data in a business context. The emphasis is not on simple calculation, but on using data, including large data sets, to generate insight. Quantitative GEP requirement.

**Credits:** 3

**CSC 209: SPREADSHEETS IN DEPTH**

Using examples from a variety of disciplines, students will learn the use of spreadsheets in support of work in the sciences, the social sciences, or business. Among the topics covered will be basic spreadsheet operations; spreadsheet formulas; graphing for communications and clarity; and the proper use of spreadsheets for basic statistical analysis. Quantitative GEP requirement.

**Credits:** 3

**CSC 235: WEB APPLICATIONS I**

This course provides a solid introduction to the client-side programming of Web applications. The first part will focus on Web design: markup languages (such as HTML and XHTML) and controlling presentation (such as CSS). This part does not require any programming background. The second part will focus on creating dynamic Web content using small programs embedded in Web pages. The course will introduce a scripting language executed within the Web browser, and cover the use of that scripting language to create dynamic, interactive Web pages.

**Credits:** 3

**Prerequisites:**

CSC 201 or permission of instructor.

**CSC 280H: COMPUTERS AND SOCIETY**

A study of the societal effects of the rise of computing technology, centering on the ethical implications of several currently controversial issues. The course is built around discussions and papers. Writing Intensive.

**Credits:** 4

**CSC 290: SOFTWARE WORKSHOP**

A supervised workshop designed to develop competence and proficiency in using some commercial software product. This course may be taken more than once, provided that it is taken to learn different software and skills. No more than 6 credit hours in this course may be applied toward graduation requirements. May be offered any term. Pass/fail grading. Quantitative GEP requirement.

**Credits:** 1

**Prerequisites:**

Consent of the instructor.

**CSC 299H: INTERDISCIPLINARY HONORS COURSE**

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

**CSC 304: VISUAL BASIC PROGRAMMING**

An introduction to developing applications using Visual Basic. This course is designed to show how to analyze problems, design solutions, and implement applications that use Visual Basic. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 202.

**CSC 305: DATABASE DESIGN**

Fundamental principles of database models and database management systems design, implementation, and application. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 201 or equivalent.

**CSC 315: MATHEMATICAL SOFTWARE**

This course will introduce the student to the various mathematical software packages that are commercially available. Lectures and laboratory. Quantitative GEP requirement.

**Credits:** 4

**Prerequisites:**

MTH 120 or permission of the instructor.



**CSC 321: ESSENTIAL ARCHITECTURES I: COMPUTER ORGANIZATION AND OPERATING SYSTEMS**

This course provides a solid introduction to the fundamental hardware architecture of computers in common use, and an introduction to basic operating systems concepts. Computer-architecture concepts covered include assembly language, numeric representations, addressing techniques, and subroutines. Operating-systems concepts covered include basic operating-systems structures, processes and process control, and inter-process communication.

**Credits:** 3

**Prerequisites:**

CSC 202, equivalent or permission of the instructor.

**CSC 322: ESSENTIAL ARCHITECTURES II: OPERATING SYSTEMS AND NETWORKING**

This course continues the introduction to operating systems begun in CSC321, and adds coverage of the basic building blocks of computer networks. Operating systems concepts covered include scheduling, synchronization, memory management, and security. Networking concepts covered include the layered model of networking, switching, error correction and flow control, addressing and datagrams, routing, the Domain Name System, major protocols (TCP, UDP, ICMP) and performance issues.

**Credits:** 3

**Prerequisites:**

CSC 321 or permission of the instructor.

**CSC 330: INTRODUCTION TO NUMERICAL ANALYSIS**

This is a first course in numerical analysis with the emphasis more on intuition, experimentation, and error assessment than on rigor. Students will be expected to program and run a number of problems on a computer, and considerable time will be spent analyzing the results of the programs. In particular, the analysis of round off and discretization errors, as well as the efficiency of algorithms, should be stressed. Topics will include the solution of linear systems, the solution of a single, nonlinear equation, interpolation and approximation (including least squares approximation), differentiation and integration, and elements of the numerical solution of eigenvalue problems. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 201 and MTH 351.

**CSC 335: WEB APPLICATIONS II**

This course builds on the material in CSC 235 to explore more advanced topics in the development of Web applications. Topics to be covered in this connection include AJAX, JQuery, and Web application frameworks. In addition, there will be substantial coverage of topics from software development practice, as applied to Web programming in a team. The class will implement, as a team, a substantial Web-programming project for a client who is not the professor.

**Credits:** 3

**Prerequisites:**

CSC 235 or permission of the instructor.

**CSC 350: PRINCIPLES OF PROGRAMMING LANGUAGES**

A comparative study of the syntax and semantics of programming languages; topics include data types, data control, sequence control, run-time storage, language translation, and semantics; actual programming languages are used to illustrate the concepts and virtual architectures of procedural, logic, functional, and object-oriented paradigms. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 202 or permission of instructor.

**CSC 355: COMPUTER GRAPHICS**

This course offers a hands-on introduction to 3D computer graphics, including modeling, viewing transformations, lighting and color theory, interactivity using events and callbacks, and animation.

**Credits:** 3

**Prerequisites:**

CSC 202 or permission of the instructor.

**CSC 392: SOFTWARE DEVELOPMENT**

Combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to material on software engineering, this course also includes material on professionalism and ethical responsibilities in software development and human-computer interaction. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 202.

### **CSC 400: SPECIAL TOPICS IN COMPUTER SCIENCE**

Each offering will deal with a topic selected from various fields of computer science. May be repeated for credit on a different topic. Quantitative GEP requirement depending on the topic.

**Credits:** 1-3

**Prerequisites:**

Consent of instructor.

### **CSC 430: THEORY OF COMPUTATION**

Introduction to automata theory, formal languages, and complexity. Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 202 and MTH 205.

### **CSC 440: ALGORITHM ANALYSIS**

Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior. Correctness and complexity. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**

CSC 202 and MTH 205.

### **CSC 450: PROGRAMMING INTERNSHIP**

A program of work and study in which the student is accepted as a programming trainee by a local industry. Pass/fail grading.

**Prerequisites:**

CSC 202, or equivalent.

### **CSC 460: DATA PROCESSING INTERNSHIP**

A program of work and study in which the student is accepted as an apprentice in data processing by a local industry. She is expected to be a productive member of the data processing staff and have some programming responsibilities. Pass/fail grading.

**Prerequisites:**

CSC 450, or equivalent.

### **CSC 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

Intensive independent study of a topic in computer science which is not in the regular curriculum. This study will be directed by a cooperating faculty member. May be repeated for credit. Offered on demand. Quantitative GEP requirement depending on topic.

**Credits:** 1-3

**Prerequisites:**

Consent of the instructor and the department chair.

### **ENGINEERING FUNDAMENTALS OF ENGINEERING ANALYSIS**

Engineers are creative problem solvers. They apply various aspects of math and the physical sciences to resolve technical issues, taking into account a wide range of specifications. They are frequently asked to lead or be part of multidisciplinary teams where good communication skills are essential. The objectives of this course are to: introduce students to engineering analysis and design techniques; introduce the teamwork approach to engineering, and to let students work on engineering type problems in a team setting.

**Credits:** 4

## Dance

- CHRISTOPHER VANEMAN, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

### Arts Foundations:

#### Creativity that Works

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100: INTERDISCIPLINARY ARTS FOUNDATIONS I
- ATM 200: INTERDISCIPLINARY ARTS FOUNDATIONS II

## Department of Theatre and Dance

- MEG HANNA TOMINAGA, chair
- BOONE HOPKINS
- CHANDRA OWENBY HOPKINS

- LAUREN ROGERS HOPKINS
- MELISSA OWENS

The Department of Theatre & Dance provides opportunities which enable students to develop their skills and talents in theatre arts and dance to foster a better understanding of the contribution that live performance makes to the process of educating the whole person in a liberal arts environment. Through the availability of experiences in a number of areas, students will find a wide variety of challenges and means of expression. The program of study places emphasis on the aesthetic and practical decisions inherent to these areas, thereby strengthening the student's general intellectual capabilities and growth as an artist.

By the time of graduation, majors in theatre should demonstrate basic competencies in each area of theatre and should be able to compete successfully for positions in graduate school and in the professional job market.

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

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

**Total** 49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

### Student Learning Outcomes

1. Students will be able to articulate verbal and written mastery of knowledge in theatre and dance.
2. Students will be able to analyze the art of theatre and dance in historical and theoretical contexts.
3. Students will be able to communicate successfully and work effectively with others in a variety of production capacities.
4. Students will be able to produce engaging and innovative works in theatre and dance.

In order to earn a minor or a major in theatre or musical theatre, students must have a minimum GPA of 2.0 across all of their theatre or musical theatre courses. Minor and major GPAs are based on the grades earned in all theatre (and major required dance and music for the Musical Theatre degree or dance for Dance minors) classes taken at Converse. Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

## Dance

Dance courses may be taken as electives by anyone interested in dance, or students may choose to minor in dance. Introductory technique courses provide the opportunity for students to improve their technique in specific course genres, enhance their visual skills, spatial awareness, rhythm and creativity. In intermediate courses, students continue to build on these skills, and begin to focus on techniques necessary for the particular genre being studied. In advanced level courses, students gain an extension of an understanding and exploration of a genre. Students will gain experience through improvisation, compositional studies and different styles within the genre. DAN 190: History of Dance is available to students as an option in the fine arts requirement in the General Education Program. Technique courses may be taken as partial fulfillment of the physical education requirement of the General Education Program.

### DAN 105: DANCE ENSEMBLE TOUR

This course will involve developing a tour to local area schools, nursing homes, clubs, etc., utilizing members of the Converse Dance Ensemble. Students will assume leadership roles in advertising and arranging bookings; choreographing dance pieces for the tour; planning, performing, and leading lecture/demonstrations; and will participate in the planning and execution of all of the technical aspects of a performance tour. Offered in Jan Term; participation by audition.

**Credits:** 4

**DAN 106: COMPOSITION I**

The student will learn to develop movement with reference to the components involved in function, expression and communication through movement.

**Credits:** 3

**DAN 110: BEGINNING MODERN DANCE**

This course will introduce the beginner to the fundamentals of modern dance technique through locomotor and axial work in the center and on the floor.

**Credits:** 2

**DAN 111: BEGINNING BALLET**

This course will introduce the beginner to the fundamentals of ballet technique through barre exercises and center work.

**Credits:** 2

**DAN 113: BEGINNING TAP**

This course will introduce the beginner to the fundamentals of tap technique through various exercises and center work.

**Credits:** 2

**DAN 114: BEGINNING JAZZ**

This course will introduce the beginner to the fundamentals of jazz technique through various exercises and center work.

**Credits:** 2

**DAN 121: DANCE ENSEMBLE**

Participation in Converse Dance Ensemble. Freshman level.

**Credits:** 1

**DAN 190: HISTORY OF DANCE**

A study of the significant developments of dance, giving consideration to the functions of dance as art, ritual, social activity, spectacle, and entertainment; and to the relationship of dance to other art forms.

**Credits:** 3

**DAN 206: COMPOSITION II**

A continuation of DAN 106. The student will achieve through movement investigation, experimentation, observation and analysis the materials of dance composition as they pertain to structural format.

**Credits:** 3

**Prerequisites:**

DAN 106 or permission of instructor.

**DAN 210: INTERMEDIATE MODERN DANCE**

A continuation of DAN 110, studying more complex movement combinations and patterns.

**Credits:** 2

**Prerequisites:**

DAN 110 or permission of instructor.

**DAN 211: INTERMEDIATE BALLET**

A continuation of DAN 111 giving more complex movement combinations and patterns.

**Credits:** 2

**Prerequisites:**

DAN 111 or permission of instructor.

**DAN 213: INTERMEDIATE TAP**

A continuation of DAN 113. Students will gain an extension of tap technique through barre exercises and center work; as well as working to improve their skill level and to increase endurance and stamina.

**Credits:** 2

**Prerequisites:**

DAN 113 or permission of instructor.

**DAN 214: INTERMEDIATE JAZZ**

A continuation of DAN 114 with more complex movements and patterns.

**Credits:** 2

**Prerequisites:**

DAN 114 or permission of instructor.

**DAN 221: DANCE ENSEMBLE**

Participation in Converse Dance Ensemble. Sophomore level. Course is repeatable.

**Credits:** 1

**DAN 230: DANCE FOR MUSICAL THEATRE I**

This course is developed to introduce performers to the fundamentals of various musical theatre dance styles; their vocabulary, technique, and history are explored through various exercises and combinations. Emphasis is placed on improving familiarity with common audition dance terminology and steps.

**Credits:** 3

**DAN 231: DANCE FOR MUSICAL THEATRE II**

This course is a continuation of Musical Theatre Dance I, focusing on musical theatre vocabulary, technique, repertory, and innovation from the late 20th century to the present day. These elements will be explored through various exercises, combinations, readings, films, and live performance.

**Credits:** 3

**Prerequisites:**

DAN 230

**DAN 299H: INTERDISCIPLINARY HONORS COURSE**

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

**DAN 303 : Special Topics in Dance Performance**

An in-depth study of one specific area of dance performance. Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.

**Credits:** 2

**Prerequisites:**

Permission of the Instructor.

**DAN 306: COMPOSITION III**

A continuation of DAN 206. The purpose of this course is to explore in depth and develop the intuitive artistry of the individual student, and develop a wider movement vocabulary.

**Credits:** 3

**Prerequisites:**

DAN 106, DAN 206 or permission of instructor.

**DAN 310: ADVANCED MODERN DANCE**

A continuation of DAN 210, with more complex movements, combinations, patterns and phrases.

**Credits:** 2

**Prerequisites:**

DAN 110, DAN 210, or permission of instructor.

**DAN 311: ADVANCED BALLET**

A continuation of DAN 211 with long and more complex movement patterns, combinations and phrases.

**Credits:** 2

**Prerequisites:**

DAN 111, 211 or permission of instructor.

**DAN 313: ADVANCED TAP**

A continuation of DAN 213 with long and more complex movement patterns, combinations, phrases and steps.

**Credits:** 2

**Prerequisites:**

DAN 113, 213 or permission of instructor.

**DAN 314: ADVANCED JAZZ**

A continuation of DAN 214. The student will gain an extension of understanding and exploration of jazz dance. Students will experience improvisations, compositional studies, and different style of jazz dance.

**Credits:** 2

**Prerequisites:**

DAN 114, 214 or permission of instructor.

**DAN 321: DANCE ENSEMBLE**

Participation in Converse Dance Ensemble. Junior level.

**Credits:** 1

**DAN 330: JUNIOR PROJECT**

An individual work developed under faculty supervision, with evaluation based on appropriate evidence of achievement. The work should involve one fully developed choreographic idea requiring 5-10 minutes in length. The student must perform in at least one half of the piece, which will be performed in a formal setting. Students will be required to keep a journal of their choreography process and set up regular meetings with minor adviser.

**Credits:** 1

**Prerequisites:**

DAN 106.

**DAN 421: DANCE ENSEMBLE**

Participation in Converse Dance Ensemble. Senior level.

**Credits:** 1

**DAN 430: SENIOR PROJECT**

A creative group project requiring the student to choreograph and present a significant dance work. The work should involve one fully developed choreographic idea requiring 5-10 minutes in length. The student must perform in at least one half of the piece, which will be performed in a formal setting. Students will be required to keep a journal of their choreography process and set up regular meetings with minor advisor.

**Credits:** 1

**Prerequisites:**

DAN 106.

## Economics

### Department of Economics, Accounting, and Business

- AMY E. COX, chair
- WOODROW W. HUGHES, JR.
- MOLLY A. INCLAN
- JENNIFER L. SHIELDS
- MADELYN V. YOUNG

### Mission

The mission of the Economics, Accounting and Business department is to offer students the high quality of education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in

some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers five concentrations: finance, human resource management, international business, marketing, and sports management. The department prepares students who wish to pursue graduate education for entrance to and successful completion of graduate school.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

## Major and Minor GPA Calculation for Economics, Accounting and Business Department

A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

Bachelor of Arts with an Economics major, Bachelor of Science with an Economics major, Economics minor, Bachelor of Arts with an Accounting major, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

## Economics

The mission of the Economics program at Converse is to prepare students for

employment or graduate school in economics by helping them develop communication skills, and an understanding of economic markets, institutions, linkages and basic research methodologies.

Past economics majors are currently working for a wide variety of businesses or in local, state or the federal government. Some are also in graduate school or law school, as it is widely recognized that economics provides one of the best backgrounds for the study of law.

Department offers either a Bachelor of Arts or Bachelor of Science with an Economics major. Students earning the Bachelor of Arts with an Economics major will achieve the following program level-student learning outcomes:

1. Communicate clearly, concisely and professionally, both orally and in writing.
2. Gain a basic understanding of the working of markets, the nature of market structures, and the linkages in the world economy.
3. Understand basic research methodology including literature surveys, data gathering, statistical analyses of economic data and policy implications of economic theory and empirical research in economics.
4. Understand economic institutions such as the Federal Reserve.

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

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

**ECN 125: FIRST-YEAR SEMINAR**

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

**Credits: 3**

**ECN 150: ECONOMIC CONCEPTS**

This course examines the basic micro- and macroeconomic principles as found in the real world. The ideas of opportunity cost, supply and demand, the workings of markets, monopoly, unemployment, inflation, economic growth, international trade and other selected topics are discussed. No credit will be granted to any student taking ECN 150 who successfully completed ECN 125.

**Credits: 3**

**ECN 191: APPLICATIONS OF EXCEL IN ECONOMICS**

This course will give students hand-on experience in applying Excel spreadsheets to real-world situations and problems. Topics discussed include but are not limited to the following: writing basic formulas; using the statistical, financial, and other formulas in the Excel package; using the regression and the correlation analysis tools of Excel; creating and formatting tables, charts and graphs to express quantitative data in a visual format; writing Macros to fit business situations.

**Credits: 1**

**ECN 199H: FRESHMAN HONORS SEMINAR**

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

**Credits: 3**

**ECN 201: MICROECONOMIC PRINCIPLES**

This course is an introductory study of market structures, products, and factors of production. Quantitative GEP requirement.

**Credits: 3**

**ECN 202: MACROECONOMIC PRINCIPLES**

This course is an introduction to national income determination, monetary and fiscal policy, and international trade. Quantitative GEP requirement.

**Credits: 3**

**ECN 291: SPECIAL TOPICS IN ECONOMICS**

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

**ECN 299H: INTERDISCIPLINARY HONORS COURSE**

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

**Credits: 3**

**ECN 300: DESCRIPTIVE AND INFERENCE STATISTICS**

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

**Credits: 4**

**ECN 301: INTERMEDIATE MICROECONOMIC THEORY**

This intermediate-level price theory course deals with the economic behavior of individual units such as consumers, firms and resource owners.

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 302: INTERMEDIATE MACROECONOMIC THEORY**

This intermediate-level course examines the determination of national income, employment and monetary policy.

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 304: DECISION ANALYTICS FOR BUSINESS**

Various mathematical techniques are employed in examining problems encountered in business and economics. These techniques include optimization, regression, decision-making, linear programming, PERT/CPM and inventory management models.

**Credits:** 4

**Prerequisites:**

ECN 201, 202, ECN 300 or permission of the instructor.

**ECN 320: BEHAVIORAL ECONOMICS**

Behavioral economics incorporates insight from other social sciences, such as psychology and sociology, into economic models, and attempts to explain anomalies that defy standard economic analysis. Institutional economics is the study of the evolution of economic organizations, laws, contracts, and customs as part of a historical and continuing process of economic development.

**Credits:** 3

**Prerequisites:**

ECN 201.

**ECN 321: MONEY AND FINANCIAL INSTITUTIONS**

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

**Credits:** 3

**Prerequisites:**

ECN 202.

**ECN 323: ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES**

Economic progress and development in the emerging nations of the world are the main points of investigation. This is an interdisciplinary approach to the economic, political and sociological factors involved in developing the economies of low per capita income countries.

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 324: BUSINESS AND THE PUBLIC SECTOR**

This course is an examination of the rationale for government involvement in the economy, a study of the sources and uses of public funds, and the impact of these policies on the economy. Regulation and anti-monopoly policies are also examined.

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 325: MANAGERIAL ECONOMICS**

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

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 326: LABOR ECONOMICS**

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

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.



**ECN 327: INTERNATIONAL ECONOMICS**

This course examines the theoretical bases for international trade, comparative advantages, and the Heckscher-Ohlin model. The effect of trade barriers on the world economy is also explored. The importance of trade in the world economy, the mechanism of international payments, and the nature of fixed and flexible exchange rate systems are studied. The firm's decision making process in entering a market in a foreign country is examined. The course also examines the cultural, historical and political environments that impact multinational firms' operations.

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 327 : International Economics**

This course examines the theoretical bases for international trade, comparative advantages, and the Heckscher-Ohlin model. The effect of trade barriers on the world economy is also explored. The importance of trade in the world economy, the mechanism of international payments, and the nature of fixed and flexible exchange rate systems are studied. The firm's decision making process in entering a market in a foreign country is examined. The course also examines the cultural, historical and political environments that impact multinational firms' operations.

**Major, Minor, Elective credit.**

**Credits:** 3-4

**Prerequisites:**

ECN 201

ECN 202

**ECN 331: PERSONNEL ECONOMICS FOR MANAGERS**

This course uses economic theory to examine issues related to hiring, compensation, productivity measures, motivation, and employee turnover. Human capital theory is also addressed as is internal politics and employee empowerment.

**Credits:** 3

**Prerequisites:**

ECN 326.

**ECN 345: AMERICAN ECONOMIC HISTORY**

This course studies the economic development of the United States from the colonial period to the present. The interrelated changes in economic performance, technology, institutions, and governmental policy are emphasized. Such topics as early development, transportation, population growth, technological change, financial development, and the role of government are covered.

**Credits:** 3

**Prerequisites:**

ECN 201 and 202 or consent of instructor.

**ECN 349: SPORTS ECONOMICS AND FINANCE**

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

**Credits:** 3

**Prerequisites:**

ECN 201.

**ECN 365: COMPARATIVE ECONOMIC SYSTEMS**

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

**Credits:** 3

**Prerequisites:**

ECN 201 and 202.

**ECN 380: HEALTHCARE ECONOMICS AND POLICY**

Healthcare economics and policy applies microeconomic principles to healthcare delivery and healthcare policies. The course explores the changing nature of healthcare, social and political issues, and the future of healthcare delivery and finance under the Affordable Care Act. This course will also compare and contrast the United States and its lifestyle, cultural and economic characteristics to those of other developed countries to help students challenge their assumptions about healthcare.

**Credits:** 3**Prerequisites:**  
ECN 201**ECN 399: STUDY/TRAVEL SEMINAR**

This course will focus on an economic or business question that will vary from year to year. Students will be involved in intense seminars prior to and following a short-term travel program.

**Credits:** 1-4**Prerequisites:**  
ECN 201 and ECN 202 or permission of the instructor.**ECN 400: SENIOR SEMINAR**

A capstone course is required of all majors in the department, including accounting, business administration, and economics. The course is designed to simulate real-world experiences faced by managers and executives in for-profit, not-for-profit, and governmental organizations. Students are assigned to teams to explore solutions to various problems. Each team and team member will submit written reports and give oral presentations of their findings. Quantitative GEP requirement. Capstone. Writing Intensive.

**Credits:** 3**Prerequisites:**

Senior status, or permission of department chair.

**ECN 401: SPECIAL TOPICS**

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

**Credits:** 3**ECN 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

This independent course is for advanced study of a topic not covered in any other course, under faculty guidance and instruction. May be repeated for credit.

**Credits:** 3**Prerequisites:**

Departmental approval.

**ECN 499: ECONOMICS INTERNSHIP**

The internship involves the student in a business or governmental agency related to the student's career choice. A portfolio of the internship is required. Pass/fail grading.

**Credits:** 1-6**Prerequisites:**

Minimum 12 hours in major within department; 2.5 GPA in major; and permission of the faculty director.

## Education

- LIENNE MEDFORD, Dean

### Department of Education

- R. LEE GIVINS, chair
- ANSLEY H. BOGGS
- D. WAYNE CHESER
- REED CHEWNING
- JULIE JONES
- MARGARET LEE
- KELLY MAGUIRE
- DELIA MALONE
- MARGARET PARK
- DANIELLE ROBERTSON
- SEAL NISBET WILSON

## The Ideal Educator

A single conceptual framework guides the Professional Education Unit at Converse College. The Unit's framework is built on the premise that its mission is to prepare candidates for their roles as educators to become The Ideal Educator. This "Ideal" is the guiding concept for program design in each of the Unit's programs.

The conceptual framework serves as the basis for course design, clinical practice, and assessment for all programs. The framework insures a relationship among curriculum, instruction, field experiences, clinical practice, and assessment across programs.

The framework is shared with the professional community, and input from those stakeholders is a part of the decision-making process for programs.

The Unit's mission, therefore, is to prepare educators who will contribute to the development of society and the individual. The college philosophy is reflected in the framework as Converse prepares candidates through opportunities to experience excellent teaching and advising, to use effective technology tools, to experience the workplace through clinical practice, and to engage in collaborative relationships with P-12 schools and their communities.

The Conceptual Framework is based on the Founder's Ideal, in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." Those three ideas are at the heart of the Conceptual Framework and guide instruction in all Converse professional education courses, both undergraduate and graduate. These ideas define our concept of The Ideal Educator.

## The Institutional Standards

Professional education courses and experiences, combined with liberal arts courses, promote the acquisition of knowledge, skills, and dispositions essential for The Ideal Educator. These learning outcomes embody the following "Institutional Standards" that the instructional program meets.

The Ideal Educator:

1. Demonstrates knowledge of and respect for

individual differences by differentiating instruction for the diverse needs of all learners.

2. Demonstrates knowledge of and competence in innovative instructional strategies.
3. Demonstrates knowledge of content and standards by integrating them into planning and instruction.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas.
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
6. Demonstrates skills in management.
7. Demonstrates a positive attitude toward professionalism.

The Converse College Department of Education is the central undergraduate home for teacher education programs in Education. The Department of Education offers the Bachelor of Arts degree in the following teacher education programs: art (PK-12), early childhood (PK-3), elementary (2-6), comprehensive special education (PK-12), deaf and hard of hearing (PK-12), intellectual disabilities (PK-12), learning disabilities (PK-12), English (9-12), mathematics (9-12), science (biology or chemistry) (9-12), and social studies (9-12).

Bachelor of Music degree in music education (choral and instrumental) (PK-12), resides in the Petrie School of Music. This degree has a specific course of study. Details are in the Petrie School of Music

Student Handbook and the Undergraduate Catalog. The Department of Art and Design offers the Bachelor of Arts in Art Education (PK-12). Details are in the Undergraduate Catalog. Full-time Converse faculty members teach a majority of the education courses in each program. Students interested in teaching as a career may complete one or more of the programs described in this section. Students who fulfill the requirements of one or more of these programs can meet the certification requirements for teachers in South Carolina and in several other states. Those who wish to teach on the secondary level complete a 30-hour minor (32 for science teachers) in secondary education to complement appropriate liberal arts major.

The teacher education certification program prepares teacher candidates to become well-qualified teachers and licensed professionals who possess knowledge and skills in innovative teaching methods and research-based practice. Candidates follow the teacher education program as outlined in the Teacher Education Handbook found on the Converse College website. Student teaching is the capstone experience for all teacher education programs.

All education majors must take the CORE PRAXIS (or have qualifying SAT/ACT scores) and PRAXIS II examinations as well as the Principles of Learning and Teaching examination before graduation.

## Admission to Teacher Education

Teacher candidates should be familiar with the department website that contains descriptions of programs, 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 completion of EDU 360, Introduction to Education, and after you have met all of the following criteria:

1. Completion of 45 hours of coursework
2. 2.75 minimum cumulative GPA
3. Passing grade for first major clinical in their major program
4. Passing scores on the Core Praxis exams (reading, writing and math) or have qualifying SAT or ACT scores
5. Completion of required items on the Student Worklist in Livetext: (Livetext subscription, SLED check, Negative TB test, Negative Sex Offender Registry, Travel Form, Blood Borne Pathogens Test, Education Economic Development Test, and Phase II Interview Questions and Answers (within the same semester as EDU360)
6. Secondary Education minor candidates require 3.0 in content area courses.
7. Favorable faculty survey comments
8. Pass TED interview with committee
9. Statement of Disclosure-prior felony misdemeanor convictions

Resources are available to help a student prepare for the CORE PRAXIS exams. Admission to the Teacher Education Program is a prerequisite to enrolling in Benchmark II courses. For transfer students, Converse uses all attempted course work prior to enrollment at Converse and all course work at Converse to determine cumulative GPA. Converse will cancel a failing grade at another institution if a student retakes and passes a comparable course at Converse, and if the Registrar approves. Such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses. During the senior year, students are eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her request for placement by February 15 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her request for placement by June 15 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS Subject Assessments in the area of student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the department webpage at [www.converse.edu](http://www.converse.edu), on the South Carolina State

Department website: <https://ed.sc.gov> and from departmental staff. Generally, the applications for certification are due to the Education Department by February 15, a year in advance of Fall Term student teaching, and by June 15, a year in advance of Spring Term student teaching. Passing scores on both the CORE PRAXIS and the appropriate PRAXIS Subject Assessments are among the requirements for certification. Because test requirements change, students should consult the State Department website: <https://ed.sc.gov> to be sure they register for the appropriate PRAXIS II test(s). Students must request that the Educational Testing Service submit their scores for CORE PRAXIS and PRAXIS Subject Assessments both to Converse and to the South Carolina State Department of Education.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course

- Non-European/non-Anglophone course Capstone experience
  - *For more information see GEP requirements in this catalog.*

Course work in all major and minor teacher education programs includes instruction in the use of computer technology and software, SC Academic Standards and SC Safe School Climate Act. Before student teaching, students must complete two sequential, incremental clinical experiences and SCT54.0 training. The two clinical experiences include at least 100 hours of participation. Teacher candidates complete work and projects throughout their major coursework aligned with the South Carolina EXPANDED ADEPT, including the Teacher Work Sample. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS Subject Assessments in the area of student teaching. All states require completion of a program of general education for teacher certification. The requirements of these programs vary from state to state. The Converse GEP includes many of the requirements of other states. However, if a student wants to meet the requirements of a specific state, she may need to make certain choices in the GEP. The student should write directly to the state department of education for complete and up-to-date information about teacher certification in states in which she may wish to teach.

**Required GPA for a Bachelor of Arts degree within all majors in the Department of Education.**

In order to graduate, teacher candidates must have a Converse GPA of at least 2.0 in the major courses listed on their Program Worksheets and in any completed electives with prefixes of EDU and SED.

**EDU 075: DEVELOPMENTAL/REMEDIAL MATH**

This remedial course helps students develop and improve their skills in arithmetic concepts and operations, measurement, geometry and problem solving. The student will complete a pre-test and post-test of math proficiency. Pass/fail grading. Special fee.

**Credits: 0**

**EDU 076: DEVELOPMENTAL/REMEDIAL WRITING**

This remedial course prepares the student for writing a good composition. The student will complete a pre-test and post-test of composition proficiency. The students/instructors will use a four-point holistic scale, which includes the specific skills of composing, sentence formation, usage, and mechanics; to score compositions. The Writing Center is available to aid all students preparing for the writing portion of the CORE PRAXIS exam at any time on an informal basis. Pass/fail grading. Special fee.

**Credits: 0**

**EDU 077: DEVELOPMENTAL/REMEDIAL READING**

This remedial course aids the student in developing literal and inferential comprehension skills, reference usage skills, and contextual word meaning skills. The student will complete both a pre-test and a post-test of reading proficiency. Pass/fail grading. Special fee.

**Credits: 0**

**EDU 101: 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. Students must sign up for the clinical using [www.tinyurl.com/clinicals](http://www.tinyurl.com/clinicals)

**Credits: 1**

**EDU 102: CLINICAL II: EARLY CHILDHOOD EDUCATION**

This supervised 50-hour clinical is the second of two sequential, incremental clinical experiences for early childhood majors. Students work in a public school setting with a partnership school and observe, manage, plan for and instruct a large group, as opposed to an individual child. The course gives students the experience, practice, and training in technology, arts integration, and classroom management and the application of theory and skills acquired in core courses in early childhood education. This practicum builds on the experiences in EDU 101. All placements are in a partnership school. No placement requests are allowed for this clinical. Offered Fall and Spring Terms.

**Credits:** 3

**Prerequisites:**

EDU 101. Admission to Teacher Education.

**EDU 103: 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. This practicum builds on the experiences in EDU101. Sign-up deadlines are involved. Pass/Fail grading. Offered Fall and Spring terms.

**Credits:** 3

**Prerequisites:**

EDU101.

**EDU 125: FRESHMAN YEAR SEMINAR: LEARNING IN AMERICA**

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

**Credits:** 3

**EDU 150: TEACHING PEDAGOGY THROUGH FILM**

Students will view a variety of films and TV episodes and read articles about learning, teaching, and motivation as they contemplate how personal beliefs and experiences in education have shaped or continue to influence their desire to learn. GEP Social Sciences.

**Credits:** 3

**EDU 201: CLINICAL I: SECONDARY**

Required of all prospective secondary teachers. The course is for prospective secondary school teachers in all academic areas. Students observe and participate in the instructional program of a secondary school under the supervision of a classroom teacher and a college supervisor.

Requirements include seminars, assigned readings, and the preparation of a journal to supplement the field experiences. Faculty advisers can supply sign-up deadlines for each term. Pass/fail grading. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

EDU 360

**Co-Requisites:**

EDU 331, EDU 333, EDU 334 or EDU 335.

**EDU 202: CLINICAL II: CONTENT READING**

This supervised clinical is the second of two required sequential, incremental clinical experiences for secondary education majors. In a classroom setting appropriate to their major, teacher candidates focus on such topics as self-esteem, thinking skills, and vocabulary development. Faculty advisers can supply sign-up deadlines for each term. Pass/fail grading. Offered in Fall Term.

**Credits:** 0

**Prerequisites:**

EDU 201. Admission to Teacher education.

**Co-Requisites:**

EDU 425.

**EDU 203: TECHNOLOGY IN EDUCATION**

The course includes webquest construction, web page construction, use of the Promethean Board and other technology projects students may need. Additionally, the course will include a service learning project with the elderly.

**Credits:** 3

**EDU 301: READING AND 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.

**Credits:** 3

**Co-Requisites:**

EDU 101.

**EDU 302: 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. Candidates 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. Offered Jan Term and Summer 1A

**Credits:** 3

**EDU 303: 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, SC Mathematics Standards, NCTM Curriculum and Evaluation Standards, and school-to-work transition. This course is a prerequisite to EDU 412. Offered Fall and Spring Terms.

**Credits:** 3

**EDU 304 : Introduction to Child and Family Studies**

This course is a pre- or co-requisite course to all child and family study majors. It serves as an introductory study of the major theories of child, family, and community in the American system. The course concentrates on how these theories focus on child development, and how they take place in multiple settings. It looks at the people and agencies outside of the family. In addition, there is a concentration on the professional aspect needed in the major. We will discuss ongoing current issues in the field (state and national), the multiple organizations associated with the most relevant topics, and consider career opportunities in the ever-changing world of children, families, and communities.

**Major credit for Child and Family Studies.**

**Credits:** 3

**EDU 305: 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. This course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and pre-operational thought. The course requires observation of children and is a prerequisite to EDU412b. Offered Fall Term.

**Credits:** 3

**EDU 307: READING AND LANGUAGE IN THE EARLY CHILDHOOD CLASSROOM**

This course will equip the early childhood 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.

**Credits: 3**

**Co-Requisites:**

EDU101.

**EDU 309: 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, creative writing, and methods of integrating children's literature into the curriculum. This course is a prerequisite to EDU 412a and 412b.

**Credits: 3**

**EDU 314: SCIENCE FOR THE CHILD**

This course is designed to familiarize students with science content appropriate for the elementary child (grades 2-6) to develop pedagogical skills in science, and to build positive attitudes toward science and science instruction.

**Credits: 3**

**EDU 315: SOCIAL STUDIES FOR THE CHILD**

This course will focus on the content and methodology of social studies in the school. Students will study goals (knowledge, attitudes, values, and skills); objectives; content; materials; methods; scope and sequence; Curriculum Standards for the Social Studies (the National Council for the Social Studies); and evaluative techniques of the social studies. Offered Fall and Spring Terms.

**Credits: 3**

**EDU 327: TEACHING THROUGH THE ARTS**

Designed for those without previous art training, it guides teacher candidates in the exploration and use of the visual arts, music and dance, and creative integration of the arts into the basic curriculum for increased academic achievement.

**Credits: 3**

**EDU 330: SPECIAL TOPICS IN EDUCATION**

Each special topics offering will cover a topic dealing with the field of Education or Special Education that is not in the regular curriculum. Offered Fall, January, or Spring Term.

**Credits: 1-3**

**EDU 331: SECONDARY CURRICULUM AND METHODS FOR MATHEMATICS**

This course includes a study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the secondary school. Offered Spring Term.

**Credits: 3**

**EDU 333: SECONDARY CURRICULUM AND METHODS FOR SCIENCE**

This course includes a study of methods, techniques, and materials of instruction appropriate to science teaching in the secondary school. Offered Spring Term.

**Credits: 3**

**EDU 334: SECONDARY CURRICULUM AND METHODS FOR SOCIAL STUDIES**

The course will include best practices in teaching social studies, strategies and methods that emphasize active student engagement, and development of units of study that are based on South Carolina Standards and integrate technology. Offered Spring Term.

**Credits: 3**

**EDU 335: SECONDARY CURRICULUM AND METHODS FOR ENGLISH LANGUAGE ARTS**

The course will include best practices in teaching English Language Arts, strategies and methods that emphasize active student engagement, and development of units of study that are based on South Carolina Standards and integrate technology. Offered Spring Term.

**Credits: 3**



**EDU 336: LANGUAGE ARTS:  
INTEGRATING INTERMEDIATE  
READING AND WRITING**

This course focuses upon methodology for scaffolding reading and writing development of the student in intermediate grades. Teaching candidates will focus on the transition from beginning reading and writing to reading and writing in the content area. Effective strategies and materials for teaching the fluent reader and writer will be emphasized. A 15-hour clinical is required for the course and the student should register using [www.tinyurl.com/clinicals](http://www.tinyurl.com/clinicals). Offered Fall and Spring Terms.

**Credits: 3**

**Prerequisites:**  
EDU101; EDU301; EDU372.

**EDU 350: R2S READING  
FOUNDATIONS**

This course will examine the history and theories of literacy processes and instruction (reading and writing). Participants will engage in reading about current issues, history, theory, policy, evidence-based practice and professional development in literacy instruction. Teacher candidates will explore their personal theory of how students gain literacy proficiency as well as closely examining other theoretical perspectives to empower educators to make complex decisions that connect theory, practices, and student learning.

**Credits: 3**

**EDU 351: MIDDLE LEVEL  
PEDAGOGY AND ASSESSMENT**

Middle level candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice. Middle level candidates understand the major concepts, principles, theories, standards, and research of effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

**Credits: 3**

**EDU 352: MIDDLE LEVEL  
PHILOSOPHY AND SCHOOL  
ORGANIZATION**

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 353: MIDDLE LEVEL  
ADOLESCENT DEVELOPMENT**

This course will examine the intellectual, physical, social, emotional, and moral development of young adolescents in contemporary society. The course will examine the range of differences within young adolescents, implications for teaching and learning, and explore teaching strategies and school structures that capitalize on the developmental characteristics of young adolescents. During this course, you will also develop an understanding of the needs of all young adolescents, including relationships with peers and family. Finally, we will examine how young adolescents are portrayed in the media and explore the possible implications of these representations.

**Credits: 3**

**EDU 360: INTRODUCTION TO  
EDUCATION**

This course is a pre- or corequisite to all education courses. This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system; it should be the first course in a student's education curriculum. It concentrates on current issues such as multicultural education, disabilities, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, SC Standards, students, and teachers and examines career opportunities in education. Students begin the EXPANDED ADEPT portfolio and begin using the Converse electronic system powered by Livetext. Offered Fall, Spring, Jan, and once during summer terms.

**Credits: 3**

**EDU 361: CURRICULUM DESIGN AND CLASSROOM MANAGEMENT**

The relationship among classroom diversity, management, assessment, short and long term planning and instruction are explored. Students will develop knowledge and skills in the interaction of these classroom elements. The course has an imbedded clinical. Offered Fall, Jan and Spring Terms.

**Credits:** 3

**EDU 372: DIAGNOSTICS...AND METHODS IN ELEMENTARY CLASSROOM**

This course is designed to provide the teaching of reading methods in the 21st century classroom, 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. Sign up for clinical using [www.tinyurl.com/clinicals](http://www.tinyurl.com/clinicals). Offered Fall and Spring Terms.

**Credits:** 3

**Prerequisites:**

EDU101, EDU301/307.

**EDU 378: READING AND LEARNING STRATEGIES**

This course is primarily for students in special education. It includes methods and materials for a wide number of reading problems encountered among exceptional learners. The course emphasizes diagnosing reading difficulties and techniques of remediation. This course includes a clinical. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

EDU 301.

**EDU 382g: CLINICAL II: PRACTICUM IN EARLY CHILDHOOD EDUCATION**

This course offered for students seeking early childhood add-on certification provides students an opportunity to observe, plan for and work with young children. Emphasis is upon the early childhood curriculum, the nature of the learner, and management of young children. Pass/fail grading.

**Credits:** 3

**EDU 387: LABORATORY SCIENCE MANAGEMENT- READING**

This course gives the prospective secondary science teacher an opportunity to develop the laboratory skills necessary to manage a laboratory and to design experiments, laboratory and field activities, and demonstrations. In addition, the student must satisfactorily complete required reading and assignments. This required course for prospective secondary science majors is available (with the approval of instructor) when there is a demand from juniors or seniors.

**Credits:** 2

**Prerequisites:**

Upper-class status and approval of instructor.

**EDU 403: METHODS AND MATERIALS FOR EARLY CHILDHOOD**

This course is a hands-on, activity-oriented course designed to guide students in the preparation of teacher-made instructional materials in each area of the preschool curriculum and the implementation of carefully prepared lessons for an actual preschool setting. Students plan appropriate lessons. The course emphasizes language development and listening, speaking, writing, and reading readiness experiences; explores a variety of teaching techniques and organizational arrangements; and emphasizes individualized instruction. This course is a prerequisite to EDU 412b. Offered Spring and Summer Terms.

**Credits:** 3

**EDU 405: CURRICULUM FOR EARLY CHILDHOOD**

Admission to Teacher Education. This course is a study of the curricular needs of preschool children, a review of preschool programs/settings, and an exploration of applying teaching/learning theory to the preschool setting. Special topics include working with parents, classroom management techniques/strategies, and curricula in math, language arts, science, social studies, art, physical education, and music. Students make on-site visits to a Montessori school, a private kindergarten, a public-school kindergartens, a university laboratory preschool, and a hospital-based child development center. This course is a prerequisite to EDU 412b. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

EDU 403.

**EDU 409: ELEMENTARY CURRICULUM**

This course surveys each subject area of the modern elementary curriculum, trends and issues in curriculum development, teaching/learning theory, effective and efficient teacher characteristics or behaviors, effective communication skills between teacher and parent/child, techniques for diagnosing student abilities, and current structured programs of observation and analysis of different teaching models. Special topics include microcomputer literacy/usage; classroom discipline and management; principles of tests and measurements; use of audio-visual equipment; multicultural education; affective education; self-esteem; thinking skills (e.g., problem solving, critical thinking skills, etc.); parent involvement; awareness of differing economic, social, racial, and religious groups; development and analysis of teacher-made tests; and varying organizational sizes (individualized, small and large). This course is a prerequisite to student teaching in, elementary education, and early childhood education.

**Credits: 3**

**EDU 412a: DIRECTED STUDENT TEACHING: ELEMENTARY**

Beginning in Fall 2020 all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must request a student teaching placement by February 15 for Fall Term placement in the following year or by June 15 for Spring Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone, and writing intensive requirements.

**Credits: 12**

**EDU 412b: DIRECTED STUDENT TEACHING: EARLY CHILDHOOD**

Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must request student teaching placement by June 15 for Spring Term placement in the following year or by February 15 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone, and writing intensive requirements.

**Credits: 12**

**EDU 412c: DIRECTED STUDENT TEACHING: SECONDARY**

Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by June 15 for Spring Term placement in the following year or by February 15 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits: 12**

**EDU 412h: DIRECTED STUDENT TEACHING IN ART**

Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in both elementary and secondary local public schools. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by June 15 for Spring Term placement in the following year or by February 15 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits: 12**

**EDU 425: TEACHING OF READING: CONTENT AREAS**

Corequisite for art students: ART 316L. EDU 201 is a prerequisite to EDU 202 Clinical. EDU 202 must accompany or follow EDU 425. Admission to Teacher Education. This course assists teachers in the teaching of reading in a variety of content areas. Teachers will learn to develop study guides, introduce content area texts, use study plans, determine reading expectancy and levels, develop comprehension questions at various levels, and assess readability of text materials. Offered Fall Term.

**Credits: 3**

**EDU 450: INTERNSHIP IN CHILD AND FAMILY STUDIES**

This course is the capstone and experiential component for the Child and Family Studies (CFS) major. Only declared CFS majors may sign up for this course. The course places CFS majors in the community, embedded in organizations that emphasize improving and enhancing the quality of life for families and children. Those who seek to work with families and children in the community need to be aware of national and state best practices in improving and enhancing the quality of life for families and children. Students will be embedded in an organization that seeks to improve the quality of life for families and children. This internship will be a minimum of 60 hours over the course of a semester (fall or spring). Students will be responsible for documenting and reporting on their experience in the final class and at the campus-wide Intern Expo. Content will vary dependent on organization with which student is placed.

**Credits: 3**

**EDU 490: DIRECTED  
INDEPENDENT STUDY IN  
SPECIAL TOPICS**

This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the College limit of hours within a discipline. May be repeated for credit.

**Credits:** 1-3

**Prerequisites:**

Permission of instructor.

**EDU 491: DIRECTED  
INDEPENDENT STUDY IN  
CLINICAL EXPERIENCES (IN A  
SPECIFIED AREA)**

This course allows students to take additional coursework that is centered primarily around a clinical experience on a more comprehensive level than other clinical experiences included in specific major courses. Pass/fail grading.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**EDU 497: HONORS IN  
EDUCATION**

This course is for qualified students pursuing honors in education. Students either complete independent research and write a paper or conduct action research and write a paper in conjunction with field experiences.

**Credits:** 3

**ENG/EDU 299H : Literacy and the  
Work and World of C.S. Lewis**

This service-learning interdisciplinary honors course will allow participants to explore not only C. S. Lewis' work and world but also literacy research. In addition to honing literary analysis skills, participants will apply what they learn about Lewis and literacy in elementary and middle school settings; participants will learn how to reach out to young readers through book clubs, one-on-one reading partnerships, and literature circles centering around Lewis' works, and will observe the effects. Students should plan to spend at least 15 hours on the service learning component with children from area schools.

**Credits:** 3

## English

- LAURA FEITZINGER BROWN, chair
- ANITA ROSE, associate chair
- EMILY HARBIN
- RICHARD MULKEY
- SUSAN TEKULVE
- ERIN TEMPLETON

### Mission and Goals

The Department of English offers a Bachelor of Arts with a major in English, a Bachelor of Arts with a concentration in creative writing, a minor in English, and a Bachelor of Fine Arts with a major in Creative and Professional Writing.

The Bachelor of Arts (BA) in English offers advanced study of literary texts and criticism across a broad span of historical periods, genres, and traditions. As students progress through their the

major coursework, they encounter specific authors and texts and develop their abilities in critical thinking, writing, and public speaking. In the fall semester of senior year, students enroll in English 496, the capstone course for literature majors. This course and its final project, both written and oral, should represent the culmination of student achievement and learning outcomes.

### Degree Student Learning Outcomes

At the completion of their degree, students will

1. demonstrate a familiarity with literary periods, genres and significant authors,
2. deploy theoretical approaches using secondary sources in an effective manner, produce a work of extended written literary criticism,
3. demonstrate the ability to effectively communicate in an oral presentation.

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

## Fine Arts Student Learning Outcomes

At the completion of the Bachelor of Fine Arts degree, students will demonstrate

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

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

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Major and Minor GPA Calculation for Department of English

A minimum GPA of 2.0 is required to earn the following in the Department of English:

- Bachelor of Arts with an English Major
- Bachelor of Arts with an English major and a concentration in Creative Writing
- Bachelor of Fine Arts with a Creative Writing Major
- Minor in English.

The major GPA includes all courses taken in the English department at the level of 200 or higher, including all major or minor requirements as well as courses required for any major or minor taken outside of the department. Transfer credits from other institutions do not figure into the required calculation for major and minor GPAs.

## ENG/EDU 299H : Literacy and the Work and World of C.S. Lewis

This service-learning interdisciplinary honors course will allow participants to explore not only C. S. Lewis' work and world but also literacy research. In addition to honing literary analysis skills, participants will apply what they learn about Lewis and literacy in elementary and middle school settings; participants will learn how to reach out to young readers through book clubs, one-on-one reading partnerships, and literature circles centering around Lewis' works, and will observe the effects. Students should plan to spend at least 15 hours on the service learning component with children from area schools.

**Credits:** 3

## ENG 98: ENGLISH AS A SECOND LANGUAGE

This course is designed to aid international students with the English language and with the English-language educational style so that they might read, write, speak, and understand English sufficiently well to benefit from other classes and experiences.

**Credits:** 3-6

## ENG 99: ENGLISH AS A SECOND LANGUAGE

This course is designed to aid international students with the English language and with the English- language educational style so that they might read, write, speak, and understand English sufficiently well to benefit from other classes and experiences.

**Credits:** 3-6

**ENG 101: COMPOSITION**

This course encourages the student's achievement of a clear and concise prose style by emphasizing expository and argumentative essay writing. The course includes readings in the essay, level-appropriate instruction in research, in-class exercises, discussions of the student's own writing, and conferences with the instructor. At minimum, students should produce 4-5 papers and 12 pages (3000 words) of thesis-centered writing.

**Credits: 3**

**ENG 102: INTRODUCTION TO LITERARY TYPES**

Readings in the major literary genres— poetry, fiction and drama. This course introduces critical concepts and vocabulary that enable students to analyze literature seriously and to create well-organized essays demonstrating their own competence in literary interpretation. Students will receive level-appropriate instruction in research.

**Credits: 3**

**ENG 121: DIGITAL JOURNALISM PRACTICUM**

Prerequisite ENG 101 or permission of instructor. This course is for students working on the *The Conversationalist*, the College's online newspaper. Students need not take the three hour ENG 220 to participate in the production of the newspaper, and this course will give the student a laboratory experience with digital media. Pass/fail grading.

**Credits: 1**

**ENG 125: FIRST YEAR SEMINAR**

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

**Credits: 3**

**ENG 125 : Women Writing, Women Talking**

This course is a first-year seminar focusing on women's voices in Twenty-First Century American fiction. The readings for the class are written by a diverse group of women, and not only are the authors themselves coming from different lived experiences and subject positions, all of our readings will feature a diverse range of female characters: young and old, Black, Asian, and white, one in the early stages of dementia, others participating in a cutting edge medical trial...Through these different lenses, we will explore the ways that a narrator's subject position shapes both who is allowed to speak and under what circumstances. We will also consider how their lived experiences shape our stories. Finally, in addition to spending much of our time together learning how to think about reading, that is to think beyond what happens in a story to discussing the more complicated and intricate elements of literary craft, we will also do a fair amount of writing of our own, both analytic and more unstructured. That is, we will think together about the crafting of the women's voices in the stories we read, and we will also work together on developing our own voices, writing and talking.

**GEP credit.**

**Credits: 3**

**ENG 150: STUDIES IN FILM**

A critical examination of notable examples of film. Films representing a variety of genres (comedy, film noir, musical) and countries will be viewed and analyzed. Offered during Jan Term only.

**Credits:** 4

**ENG 190: WRITING CENTER PRACTICUM**

This course is open to students who have been provisionally hired as Writing Center Peer Consultants. Students will complete readings in writing center theory and practice and improve knowledge of invention strategies, revision ideas, editing skills, writing in core academic disciplines, and integrating and citing sources. Readings, assignments, and responses will be conducted online, while an experiential learning component will be completed within the Writing Center. Successful completion of the course is a requirement for continued employment in the Writing Center. Pass/fail grading.

**Credits:** 1

**ENG 195: SPECIAL TOPICS**

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

**Credits:** 3

**ENG 199H: FRESHMAN HONORS SEMINAR**

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

**Credits:** 3

**ENG 201: MAJOR BRITISH WRITERS I**

Selections from British literature beginning with the Anglo-Saxon period. The works of major writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods. The first half studies the literature to 1660.

**Credits:** 3

**ENG 202: MAJOR BRITISH WRITERS II**

The second half of the British Writers survey studies the literature from 1660 to the present.

**Credits:** 3

**ENG 203: SURVEY OF AMERICAN LITERATURE I**

Selections from the body of American literature from the beginning to 1865. The works of representative writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods.

**Credits:** 3

**ENG 204: SURVEY OF AMERICAN LITERATURE II**

Selections from the body of American literature from 1865 to present. The works of representative writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods.

**Credits:** 3

**ENG 205: Introductory Topics in Comparative Literature**

SP20 topic: Literature & Translation

A focused study on a particular time period, genre, geographical area, cultural milieu, or theme within the framework of comparative literary studies. Topics in this course typically cross national boundaries and perhaps even traditional structures of periodization.

The course emphasizes works originating from outside of Europe or originally written in languages other than English. These works are taught in English translation with attention to the original culture that produced them. English majors may not take more than one such course to count toward major requirements. Non-European and non-Anglophone GEP requirement.

**Credits:** 3



**ENG 220: DIGITAL JOURNALISM**

This course will introduce students to digital (i.e., online) journalism. The class will cover newswriting, editing, website content management, photography, videography, advertising, ethics and libel. Students will create a digital newspaper and participate in every aspect of newspaper production. This will not count as a writing elective but as a major or minor English elective.

**Credits: 3****Prerequisites:**

ENG 101 or permission of the instructor.

**ENG 280: INTERMEDIATE SPECIAL TOPICS**

A focused study on a particular time period, genre, geographical area, cultural milieu, writer, or theme. English majors may not take more than one such course to count toward major requirements.

**Credits: 3****ENG 290: ADVANCED COMPOSITION**

A workshop approach to the writing of expository prose. The course is designed for levels of experience and is structured to give beginning and advanced practice in exposition, description, and argument. Advanced Composition will satisfy the GEP composition requirement only for those students who place in the course by a score of three or more on either the Literature/Composition or the Language/Composition Advanced Placement tests. Writing Intensive.

**Credits: 3****ENG 291: INTRODUCTION TO PROFESSIONAL WRITING**

An introduction to the elements of professional news and public relations writing, including basic news stories, features, editorials, interviews, press releases and PSA's.

**Credits: 3****ENG 292: INTRODUCTION TO CREATIVE WRITING**

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

**Credits: 3****ENG 299H: INTERDISCIPLINARY HONORS COURSE**

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

**ENG 300: TOPICS IN MEDIEVAL LITERATURE**

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

**Credits: 3****ENG 301: 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.

**Credits: 3****ENG 302: ARTHUR AND THE MATTER OF BRITAIN**

The story of Arthur and his followers has fascinated people for 1500 years. In the middle ages it was the most significant secular subject in "history" and literature, and its appeal to the imagination has persisted through the centuries down to our own time. This course is an introduction to the story of origins and development of the Arthurian legend as it has been presented in history and literature.

**Credits: 3****ENG 303: 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 305: WORLD LITERATURE**

A study of literature from around the world. Course of study may look at specific geographical areas, such as Africa, or may more typically combine literature from a variety of cultures. Non-European and non-Anglophone GEP requirement.

**Credits: 3****ENG 310: 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 315: 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 320: SHAKESPEARE**

A study of Shakespeare's major plays.

**Credits: 3**

**ENG 325: STUDIES IN A 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, among others.

**Credits: 3**

**ENG 330: EIGHTEENTH CENTURY STUDIES**

A study of 18th century culture through literature. This look at the Enlightenment may include both English and American texts as well as selected European works. Women's Studies.

**Credits: 3**

**ENG 340: NINETEENTH CENTURY BRITISH LITERATURE**

A study of 19th century British literature. Topics may include Romanticism, Victorian literature and genre studies (i.e., novel, poetry, the essay).

**Credits: 3**

**ENG 350: 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 360: TWENTIETH CENTURY BRITISH FICTION**

Study of major movements in British fiction since the end of the 19th century.

**Credits: 3**

**ENG 361: TWENTIETH CENTURY AMERICAN FICTION**

Study of major movements in American Fiction since the end of the nineteenth century. Authors and texts will vary. Writing Intensive.

**Credits: 3**

**ENG 365: TWENTIETH CENTURY POETRY**

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

**Credits: 3**

**ENG 370: WOMEN WRITERS**

Topics in creative writing by women. Topics may include Feminist Literature, Reading and Writing Women, women writers within certain periods and cultural contexts, and specific themes such as women and art. GEP Humanities/Women's Studies.

**Credits: 3**

**ENG 380: SPECIAL TOPICS IN LITERATURE**

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

**Credits: 3**

**ENG 380 : British Feminist Writers**

In late 19th century England, the "New Woman" was caricatured in publications such as Punch as a bicycle-riding, man-hating, smoking Amazon. Scientists warned that the New Woman was a symbol of social and physical degeneration. Yet opposing voices argued that the New Woman would be a force for social reform and regeneration as she gained the vote and raised the next generation of England's children. This class will explore the great diversity in ideas about women during the emergence of first-wave feminism during the 1880's and 1890's (and slightly beyond). While the focus will be on England, seminal texts by European and American authors will also be included. Texts will include historical surveys, New Woman novels, newspaper articles, and scientific and sociological texts from the period. Students will do independent research on an interesting figure in feminist history and on an area of interest to them relating to women of the period, such as suffrage, the social purity movement, prostitution, socialism, religion, imperialism, psychology, evolution, biology, sex science, economics, or education.

**Credits: 3**

**ENG 380H/REL 301H :  
Englishwomen in the European  
Christian Reformations**

This course offers insight into changing interpretations of Englishwomen's lives during the tumultuous years of the European Reformations. In my own life as a scholar I have seen a movement toward recognizing aspects of literature and history that had been largely ignored by earlier scholars. In my lifetime, I have seen anthologies that cover early British literature go from having almost no information about women's education and experiences, or women's writing, to new attempts to include women's voices. I have also seen new scholarship on the ways that Catholics maintained their faith when it became illegal to practice under Elizabeth I. Both groups, women and Catholics, were rarely studied in my grad school coursework on early modern English literature. This course will challenge students to go deeper into understanding these aspects that many students will not have encountered in previous coursework. The course also will culminate either in a Reacting to the Past-style set of presentations or some other form of interactive presentations that will allow students to research primary and secondary sources in depth about particular historical figures who affected women's lives in this time. Finally, the course will challenge students personally by helping them to see how the European Reformations continue to color Protestant-Catholic relationships and prejudices today. Part of our course will include visits to area faith communities to explore the ways in which

Protestantism and Catholicism shape traditions still practiced today.

**GEP literature (major, minor, elective credit); GEP women's studies; Interfaith Studies.**

**Credits: 3**

**ENG 390: GENRE STUDIES**

A concentrated study of a chosen literary genre.

**Credits: 3**

**ENG 391: FEATURE WRITING**

Study in advanced feature writing techniques (human interest story, personality profile, travel story, and special event story). Lecture/workshop format. Offered Spring Term.

**Credits: 3**

**Prerequisites:**

ENG 291 or permission of instructor.

**ENG 392: CREATIVE WRITING:  
POETRY**

Instruction in advanced techniques in the writing of poetry. Workshop format.

**Credits: 3**

**Prerequisites:**

ENG 292 or permission of the instructor.

**ENG 393: CREATIVE WRITING:  
FICTION**

Instruction in advanced techniques in the writing of fiction. Workshop format.

**Credits: 3**

**Prerequisites:**

ENG 292 or permission of the instructor.

**ENG 394: LITERARY CRITICISM**

A study of the important texts of literary criticism and practice in research and theory. Should be taken as soon as possible following the declaration of an English major.

**Credits: 3**

**ENG 395: HISTORY OF THE  
LANGUAGE**

A study of the development and principles of the English language and the historical influences on its various forms.

**Credits: 3**

**ENG 396: MODERN ENGLISH  
GRAMMAR**

A linguistic approach to the study of English grammar. Students will be introduced to structural, descriptive, comparative, and historical linguistics. The main emphasis of the course will center on transformational or transformational- generative grammar.

**Credits: 3**

**ENG 397: SPECIAL TOPICS IN  
WRITING**

An upper-level course for students who wish to focus on one aspect of writing. Topics may include: Advanced Tutorials in fiction, poetry or creative non-fiction.

**Credits: 3**

**Prerequisites:**

ENG 292 or equivalent.

**ENG 398: CREATIVE WRITING  
NONFICTION**

Instruction in advanced techniques in the writing of creative nonfiction.

**Credits: 3**

**ENG 490: DIRECTED  
INDEPENDENT STUDY IN  
SPECIAL TOPICS**

This course allows students to pursue a course of study in literature and language not covered by the regular offerings in English. The student is responsible for devising the course of study and seeking a faculty sponsor and director. May be repeated for credit.

**Credits: 3**

**ENG 491: ADVANCED TUTORIAL IN FICTION**

Instruction in advanced techniques in fiction writing with a focus on one-to-one tutorial instruction and masterclass workshops with the Distinguished Writer- in-Residence. The purpose of the course is to provide intensive study at an individual pace in order to help students develop writing of a publishable quality.

**Credits:** 3**Prerequisites:**

ENG 292.

**ENG 492: ADVANCED TUTORIAL IN POETRY**

Instruction in advanced techniques in poetry writing with a focus on one-to-one tutorial instruction and master class workshops with the Distinguished Writer-Residence. The purpose of the course is to provide intensive study at an individual pace in order to help students develop writing of a publishable quality.

**Credits:** 3**Prerequisites:**

ENG 292.

**ENG 493: PUBLICATIONS/MEDIA INTERNSHIP**

Designed to accommodate those students engaged in internships in publishing (newspaper, magazine, book), TV, radio and advertising. Generally requires assignment of a written project in addition to the internship work experience. May be taken more than once with the approval of the department. Pass/fail grading.

**Credits:** 3**Prerequisites:**

ENG 291.

**ENG 496: BA SENIOR SEMINAR**

This course will provide the opportunity to develop a substantial scholarly project, as well as hone public speaking skills in the presentation of a semester- long research project. Capstone. Writing Intensive.

**Credits:** 3**Prerequisites:**

A minimum 2.0 GPA in the major; completion of eight courses in English at the 200 level or higher, including Eng394 or have permission of the instructor in consultation with the department. Required of all Bachelor of Arts with an English major; offered in the fall term of the senior year.

**ENG 497: HONORS**

Independent research and thesis written under the direction of a member of the English faculty. Students must be recommended by the department.

**Credits:** 3**ENG 498: BFA SENIOR SEMINAR**

The seminar offers the opportunity to develop a book length collection of poetry (35-45 pages) or prose (40-50 pages) along with a critical introduction to the work that details how the student author's writing fits into the contemporary literature scene. In addition, the student creates a reading list developed in consultation with the project director and completes a final oral defense of the senior project. Projects directed by faculty sponsors. Capstone. Offered in the Spring Term of the senior year.

**Credits:** 3

## Ensembles and Chamber Music

**MEN 110: CHAMBER ENSEMBLE**

Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.

**Credits:** 1**Prerequisites:**

Permission of the director.

**MEN 110 (4 terms): CHAMBER ENSEMBLE**

Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.

**Credits:** 4**Prerequisites:**

Permission of the director.

**MEN 115: CREATIVE MUSIC ENSEMBLE**

Required for Contemporary Music and Media application majors. A student driven music ensemble with two or more members guided by one or more faculty mentors. Offered every term, it may be repeated for credit.

**Credits:** 8**Prerequisites:**

Approval of the School of the Arts Curriculum Committee.

**MEN 120: CONVERSE WIND ENSEMBLE**

Participation in rehearsals and performances of the Converse Wind Ensemble as scheduled. Open to all Converse students by audition. May be repeated for credit.

**Credits:** 1**Prerequisites:**

Permission of the director.

**MEN 130: CONVERSE SYMPHONY ORCHESTRA**

Participation in rehearsals and performances of the Converse Symphony Orchestra as scheduled. Open to all Converse students by audition. May be repeated for credit.

**Credits:** 1

**Prerequisites:**

Permission of the director.

**MEN 130 (8): CONVERSE SYMPHONY ORCHESTRA**

Participation in rehearsals and performances of the Converse Symphony Orchestra as scheduled. Open to all Converse students by audition.

**Credits:** 8

**Prerequisites:**

Permission of the director.

**MEN 140: CHAMBER SINGERS**

Participation in rehearsals and performances of the Converse Chamber Singers as scheduled. May be repeated for credit.

**Credits:** 1

**Prerequisites:**

Audition.

**MEN 150: 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 director.

**MEN 155: MUSICAL THEATRE ENSEMBLE**

This vocal ensemble explores music specific to the Musical Theatre repertoire, and trains students pursuing the BA in Musical Theatre in ensemble singing. Open to all Converse students. May be repeated for credit.

**Credits:** 1

**MEN 160: 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 director.

**MEN 170: ACCOMPANYING**

Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

**Credits:** 1

**Prerequisites:**

Permission of the instructor.

**MEN 175: ACCOMPANYING PRACTICUM**

**Credits:** 1

**Prerequisites:**

MEN 170.

**MEN 190: OPERA PERFORMANCE**

An opera performance course designed for the undergraduate student. Open to all Converse students by audition. In addition to performance, students may serve as production Technicians, including introductory study of the major elements involved in mounting an opera production, with topics ranging from scenic, costume, make-up, lighting, and props design to stage management and marketing. May be repeated for credit.

**Credits:** 1

**Prerequisites:**

Permission of the instructor.

**MEN 270: ACCOMPANYING II**

A one-hour lesson weekly. Advanced techniques of vocal accompanying and coaching. Includes practical application with student soloists. The instructor will also assign basic repertoire so the S student will gain familiarity with many different styles and periods. One hour credit each term (two terms required for collaborative track).

**Credits:** 1

**Prerequisites:**

Accompanying I.

## Finance

**FIN 125: FIRST-YEAR SEMINAR**

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

**Credits:** 3

**FIN 200: PERSONAL FINANCE**

This course is a study of personal financial decision-making. The course provides a knowledge of the tools to make both short- term and long-term financial plans. Topics include budgeting, consumer credit, insurance, investments, and savings. Topics of current consumer importance are also covered. No credit given if successfully complete FIN 125. Meets Quantitative GEP requirement.

**FIN 321: MONEY AND FINANCIAL INSTITUTIONS**

Same as ECN 321.

**Credits:** 3

**FIN 324: BUSINESS AND THE PUBLIC SECTOR**

Same as ECN 324.

**Credits:** 3

**FIN 370: BUSINESS FINANCE**

Planning, analyzing, and reporting the financing of business operations are examined in the course. Working capital, long term financing, capital budgeting, and cost of capital are also covered. The use of present and future values of financial amounts is stressed.

**Credits:** 4

**Prerequisites:**

ACC 212.

**FIN 372: ADVANCED BUSINESS FINANCE**

This course provides an in-depth study of various theories and techniques of the major areas of corporate finance. Case studies and selected readings are employed in this course.

**Credits:** 3

**Prerequisites:**

FIN 370.

**FIN 373: SECURITIES ANALYSIS AND PORTFOLIO MANAGEMENT**

This course is designed to acquaint the student with advanced theories of the analysis of security valuation and risk, choice of assets for an investment portfolio, and evaluation of portfolio performance.

**Credits:** 3

**Prerequisites:**

FIN 370.

**FIN 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

This independent course is an advanced study of a topic not covered in any other course, under faculty guidance and instruction. May be repeated for credit.

**Credits:** 3

**Prerequisites:**

Departmental approval.

## French

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

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

- For more information see the [GEP requirements](#) in this catalog.

## Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### **FRN 101–102: ELEMENTARY FRENCH**

A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program.

**Credits:** 6

### **FRN 125: FIRST-YEAR SEMINAR**

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

**Credits:** 3

### **FRN 199H: FRESHMAN HONORS SEMINAR**

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

**Credits:** 3

### **FRN 201: INTERMEDIATE FRENCH**

This course is a structural review of the language.

**Credits:** 3

#### **Prerequisites:**

French 101-102, or placement in FRN 201.

### **FRN 202: INTERMEDIATE FRENCH**

This course will emphasize speaking and listening with progressively increased practice in reading and writing.

**Credits:** 3

#### **Prerequisites:**

FRN 201 or placement in FRN 202.

### **FRN 210: TOPICS IN READING, WRITING AND CONVERSATION**

A study of a particular topic of French culture selected by the instructor. Subjects will vary from year to year. Non-European/non-Anglophone.

**Credits:** 3

#### **Prerequisites:**

FRN 201.

### **FRN 265: LANGUAGE, CULTURE, AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.

**Credits:** 3

### **FRN 299H: INTERDISCIPLINARY HONORS COURSE**

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

**FRN 303: A SURVEY OF FRENCH LITERATURE I**

FRN 303/304 are a study of selected themes in French literature from the beginning to the present time. FRN 303, the first term, treats French literature from the beginnings to the revolutionary period.

Writing Intensive.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**FRN 304 : A SURVEY OF FRENCH LITERATURE II**

FRN 303/304 are a study of selected themes in French literature from the beginning to the present time. FRN 304, the second term, covers from the French Revolution to the present.

Writing Intensive.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**FRN 309: FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN**

This course is a study of African and Caribbean literature. Consideration of social, political and economic dimensions of African and Caribbean cultures. May include an optional travel component. Non-European/non-Anglophone.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**FRN 310: COMMERCIAL FRENCH**

This is an introductory course into the everyday business language used in France. It consists of the study of oral and written texts dealing with such subjects as applications for jobs, interviews, business correspondence, advertising, etc., and includes structural exercise dealing with grammar difficulties and typical commercial terminology.

**Credits:** 3

**Prerequisites:**

FRN 202 or equivalent.

**FRN 312: CONTEMPORARY FRENCH CULTURE**

An introduction to present-day France that explores its political, socio-cultural and educational institutions through films, the media and literary works.

**Credits:** 3

**Prerequisites:**

FRN 202 or equivalent.

**FRN 314: SPECIAL TOPICS**

This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by films and travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism. Non-European/non-Anglophone.

**Credits:** 3

**Prerequisites:**

FRN 202 or approval of department chair.

**FRN 365: LANGUAGE, CULTURE, AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.

**Credits:** 3

**FRN 490: DIRECTED INDEPENDENT STUDY**

This course allows students to pursue a course of study not covered by regular offerings in French. Both teacher and student will select the topic of study according to the student's needs and interests. Non-European/non-Anglophone.

**Credits:** 3

**FRN 496: FOREIGN LANGUAGE INTERNSHIP**

An internship in business or a public or private agency requiring the use of the student's foreign language skills. Pass/fail grading.

**Prerequisites:**

One course numbered 300 or above and permission of the instructor.

## German Studies

Department of  
Languages, Cultures and  
Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH



- RAFAEL E. HERNÁNDEZ
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1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
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The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Fine Arts	6 hours
Natural Science	7-8 hours
Social Science	6 hours
<b>Total</b>	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

## GER 101–102: ELEMENTARY GERMAN

A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program.

**Credits: 6**

## GER 125: FIRST-YEAR SEMINAR

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

**Credits: 3**

**GER 199H: FRESHMAN HONORS SEMINAR**

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

**Credits:** 3

**GER 201: INTERMEDIATE GERMAN**

This course is a structural review of the language.

**Credits:** 3

**Prerequisites:**

GER 101-102, or placement in GER 201.

**GER 202: INTERMEDIATE GERMAN**

This course will emphasize speaking and listening with progressively increased practice in reading and writing.

**Credits:** 3

**Prerequisites:**

GER 201 or placement in GER 202.

**GER 265: LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.

**GER 299H: INTERDISCIPLINARY HONORS COURSE**

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

**GER 301: ADVANCED GERMAN**

This course expands communicative competence in German and provides a review of advanced grammar concepts. Discussions and compositions are based on selected topics in contemporary German culture. Writing Intensive.

**Credits:** 3

**Prerequisites:**

GER 202 or the equivalent.

**GER 302: CONTEMPORARY GERMANY**

An interdisciplinary survey of contemporary German society and its multicultural and transnational influences. Emphasis is placed on post-unification cultural, political, and social issues. Taught in German.

**Credits:** 3

**Prerequisites:**

GER 202 or the equivalent.

**GER 303: GERMAN LITERARY STUDIES**

A general introduction to German literature (poetry, drama and prose) and its socio-historical contexts from the Enlightenment to the present. Emphasis is placed on developing techniques for close reading and literary-cultural interpretation. Taught in German. Writing Intensive.

**Credits:** 3

**Prerequisites:**

GER 202 or the equivalent.

**GER 304: GERMAN CINEMA STUDIES**

A close analysis of select feature films from German-speaking countries. Films are studied as both an aesthetic practice and a medium of cultural history. Special emphasis is placed on developing techniques for critical visual literacy. Taught in German. Fine Arts Film credit.

**Credits:** 3

**Prerequisites:**

GER 202 or the equivalent.

**GER 305: GERMAN INTELLECTUAL HISTORY**

An interdisciplinary seminar that investigates some of the key intellectual discussions surrounding critique, praxis and emancipation in the German-speaking world since the Enlightenment. Focuses on theoretical texts that explore prominent issues in aesthetics, philosophy, and politics as well as the rhetorical strategies of knowledge production. Humanities credit. Cross-listed with PHI 230.

**Credits:** 3

**GER 314: SPECIAL TOPICS**

This interdisciplinary seminar explores a special topic in the cultures of German-speaking countries. Particular emphasis is placed on the increasingly transnational and multicultural contexts of German cultural studies. Topics may include German cultural history, intellectual history, literature, media studies, and sound studies. Conducted in English. GEP designation contingent on seminar topic. Writing Intensive.

**Credits:** 1-4

**GER 320: PSYCHOANALYTIC THEORY AND CRITICISM**

An interdisciplinary seminar that investigates the works of Sigmund Freud and those who followed in his tradition. Focuses on the historical development of psychoanalysis and examines the revolutionary impact of Freud and psychoanalysis on art, culture, film, music, literature, and philosophy. Humanities credit.

**Credits:** 3

**GER 365: LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.

**Credits:** 3

**GER 490: DIRECTED INDEPENDENT STUDY**

This course allows students to pursue a course of study not covered by regular offerings in German Studies. Both teacher and student will select the topic of study according to the student's needs and interests.

**Credits:** 3

**GER 496: FOREIGN LANGUAGE INTERNSHIP**

An internship in business or a public or private agency requiring the use of the student's foreign language skills. Pass/fail grading.

**Prerequisites:**

One course numbered 300 or above and permission of the instructor.

**GER 499: SENIOR SEMINAR**

Students complete a bilingual portfolio—including personal statement, independent research project, and public presentation—that highlights their experiences, accomplishments, and scholarly work in the program. Capstone.

**Credits:** 3

## Health and Physical Education

### Mission

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

### Requirements and Recommendations

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

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

Students are required to take HPE 255: Introduction to Fitness and Wellness or one of the following or BIO 105 Human Biology; BIO 150 SP: Nutrition; PSY 350: SP: Body Image; PSY 350: SP: Women's Wellbeing; PSY 280: Health Psychology; or PSY 281: Yoga and stress management, and one activity course. The activity course is selected from one of three areas: team sport, individual sport, or dance. HPE 256: Concepts and Approaches also includes the activity requirement. Courses are graded conventionally and will be counted in the grade average of the student. Dance courses are listed in the Department of Theatre and Dance section of the Catalog.

Students who are not safe in deep water are encouraged to take a swimming course.

Beyond the one course physical education requirement, a student will be allowed to take 10 additional physical education activity courses. Only three of these additional courses will count toward the total of 120 hours required for graduation.

**HPE 123: BEGINNING/ADVANCED BEGINNING INDIVIDUAL SPORTS Fencing**

Offered during Fall or Spring Term. Beginning level activities are designed for the student who has little or no experience in this activity.

**Credits: 1**

**HPE 124: BEGINNING/ADVANCED BEGINNING INDIVIDUAL SPORTS Golf**

Offered during Fall or Spring Term. Green fee for golf payable at the course is \$10.00. Beginning level activities are designed for the student who has little or no experience in this activity.

**Credits: 1**

**HPE 125: FIRST-YEAR SEMINAR**

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

**Credits: 3**

**HPE 126: BEGINNING/ADVANCED BEGINNING INDIVIDUAL SPORTS Tennis.**

Offered during Fall or Spring Term. Beginning level activities are designed for the student who has little or no experience in this activity.

**Credits: 1**

**HPE 134: BEGINNING TEAM SPORTS**

Beginning level activities are designed for the student who has little or no experience in this activity.

**Credits: 1**

**HPE 140: SWIMMING**

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

**Credits: 1**

**HPE 150: FITNESS Aerobics**

Offered during Fall and/or Jan and/or Spring Term.

**Credits: 1**

**HPE 151: FITNESS Walk/Swim**

Offered during Fall and/or Jan and/or Spring Term.

**Credits: 1**

**HPE 152: Fitness Approaches**

Offered during Fall and/or Jan and/or Spring Term.

**Credits: 1**

**HPE 153: FITNESS Introduction to Yoga**

Offered during Fall and/or Jan and/or Spring Term.

**Credits: 1**

**HPE 154: FITNESS Weight Training.**

Offered during Fall and/or Jan and/or Spring Term.

**Credits: 1**

**HPE 155: INTRODUCTION TO PILATES**

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

**Credits: 1**

**HPE 156: Zumba**

This course will introduce the beginner to the fundamentals ZUMBA technique through various exercises. ZUMBA is a Latin-Inspired , dance-fitness class that incorporates Latin and International music and dance movements, creating a dynamic, exciting, exhilarating, and effective fitness system. ZUMBA integrates some of the basic principles of aerobic, interval, and resistance training to maximize caloric output, cardiovascular benefits, and total body toning.

**Credits: 1**

**HPE 160: SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION**

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

**Credits: 1-4**

**HPE 180: STANDARD FIRST AID AND PERSONAL SAFETY/ CARDIOPULMONARY RESUSCITATION**

A study of first aid, including thorough knowledge and skill development to meet the needs of most situations when emergency first-aid care is needed and medical assistance is not excessively delayed. Offered on demand.

**Credits: 2**

**HPE 195: ATHLETIC TRAINING**

This course focuses on causes, symptoms, emergency care, treatment, rehabilitation and diagnostic training for sports injuries. Offered on demand. Special fee: \$20.00 for training.

**Credits:** 3

**Prerequisites:**

BIO 100 or permission of the instructor.

**HPE 245: LIFEGUARD TRAINING**

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

**Credits:** 2

**HPE 254: INTERMEDIATE YOGA**

This course is a continuation of the work done in Beginning Yoga. Intermediate Yoga will focus on more advanced yoga postures, including standing and seated poses, twists, supine and prone poses, inversions, balancings, and backbends. Yoga philosophy is studied to a greater degree.

**Credits:** 1

**Prerequisites:**

HPE 154 or permission of instructor.

**HPE 255: INTRODUCTION TO FITNESS AND WELLNESS**

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

**Credits:** 2

**HPE 256: CONCEPTS AND APPROACHES TO A FIT AND WELL WAY OF LIFE**

This course is designed for Jan Term to give students a knowledge of fitness, nutritional health and general wellness. Students will also participate in a variety of daily lifetime fitness activities such as aerobics, yoga, pilates and water aerobics. Offered Jan Term only.

**Credits:** 3

**HPE 355: ISSUES IN WOMEN'S HEALTH**

Although men and women have many similar health problems, women also face issues that are unique to them. Throughout history, women have been subjected to many misconceptions relating to their health and their ability to be a functioning part of society. Additionally, they have experienced discrimination in their daily lives and in the area of healthcare. Not only are women living longer now, but they are experiencing more healthcare problems due to increased lifespan. In this course topics will be introduced to provide students with knowledge related to the wide spectrum of women's health issues and how they might deal with them. Possible topics include; history of women's healthcare, the economics of women's healthcare, preventing cardiovascular disease and cancer, nutrition and exercise, chronic diseases for women, sexual and reproductive health, HIV/sexually transmitted infections, violence against women, mental health issues of female aging and the impact of the workplace on women's health. Meets the Wellness and Humanities Women Studies GEP requirements.

**HPE 360: SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION**

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

**Credits:** 1-4

**HPE 361: WOMEN IN SPORT: A STRUGGLE FOR EQUALITY**

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

**Credits: 3**

**HPE 393: HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS**

Recommended to take during the Junior or Senior year. Designed to meet certification requirements of the South Carolina State Department of Education. A study of the developmental characteristics of the elementary child and planned activities in health and physical education that meet these needs. Offered during Fall, Jan, Spring and Summer I and II Terms.

**Credits: 3**

**HPE 490: DIRECTED INDEPENDENT STUDY**

This course is designed as an individual study of a topic chosen by the student and approved by the instructor or as a group study designed to complement the physical education curriculum or a specific course offered by another department. Offered on demand.

## Healthcare Administration

The major in Healthcare Administration (HCA) is

designed for students in the expanding and increasingly complex healthcare management field. The program goes beyond traditional business administration studies to include challenging courses focused on healthcare management topics. Students will also explore the field through internships and capstone experiences which will further prepare students for careers or graduate study.

Students majoring in HCA will be exposed to many aspects of the changing healthcare environment, such as policy, regulations, ethics, technology, and delivery systems. Association and interaction with faculty and with professionals in the healthcare industry will help prepare majors for careers in the fast-paced field.

The mission of the Healthcare Administration program at Converse is to prepare students for employment in the healthcare administration industry or entrance to graduate school.

Students earning a Bachelor of Arts with a major in Healthcare Administration will achieve the following program level student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing
2. Students will evaluate and analyze data to solve problems and make business and financial decisions in a healthcare context.
3. Students will demonstrate fundamental knowledge of the functional areas of business.

4. Students will analyze general ethical and legal issues within a healthcare administration context.

**HCA 206: HEALTHCARE COMMUNICATIONS**

This course stresses effective communication in the healthcare environment. Methods and techniques are presented which will enable individuals working in the healthcare industry to communicate effectively and professionally with medical staff, patients and family members.

**Credits: 3**

**HCA 230: INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP**

This course addresses administrative and management issues within the healthcare environment. Leadership concepts, methods and skills are an integral part of the course. Special terminology used in the industry is also introduced and applied in the course.

**Credits: 3**

**HCA 350: HEALTHCARE DELIVERY SYSTEMS**

This course examines the healthcare delivery systems of the United States and other nations. Specific issues examined include basic healthcare economics and policy, accountable care organizations, quality outcomes, and other healthcare concerns.

**Credits: 3**

### **HCA 360: INFORMATICS AND TECHNOLOGY**

This course is an overview of the issues related to the management of healthcare information. Additionally, the course studies the technology used to manage and transmit medical information among healthcare providers.

**Credits:** 3

### **HCA 430: COMMUNITY AND POPULATION HEALTH**

This course examines how healthcare systems manage, prevent and react to localized outbreaks of disease; examines the social determinants of healthcare; and examines how healthcare institutions and providers work to provide effective, quality outcomes to the population and sub-populations in a efficient manner.

**Credits:** 3

### **HCA 451: HEALTHCARE LEGAL AND ETHICAL ISSUES**

Legal and ethical issues directly related to the healthcare industry are addressed in the course. Specific issues covered include risk management, regulatory compliance, malpractice, and end-of-life situations.

**Credits:** 3

### **HCA 470: HEALTHCARE FINANCE AND ACCOUNTING**

This course exposes the student to the specialized finance and accounting considerations within the healthcare environment.

**Credits:** 3

**Prerequisites:**

ACC 212

### **HCA 471: FACILITY PLANNING AND THE ENVIRONMENT OF CARE**

HCA 470 or permission of the instructor. This course addresses the integration of regulatory requirements, financial constraints, the environment of care of patients and families, the technological aspects of providing care, the equipment and information flow required to ensure patients' records are efficiently and securely managed and other considerations in providing safe, secure and effective healthcare outcomes. Capstone. Writing Intensive.

**Credits:** 3

### **HCA 499: HEALTHCARE INTERNSHIP**

The student will be engaged in a business or governmental agency related to the student's career choice in the healthcare environment. A portfolio of the internship is required. Pass/fail grading.

**Credits:** 3-6

**Prerequisites:**

Minimum of 12 hours in major within the department; 2.5 GPA in the major; and permission of the director.

## Hispanic Studies

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the

world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

- First Year Seminar

- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### **SPN 101–102: ELEMENTARY SPANISH**

A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program.

**Credits:** 6

### **SPN 125: FIRST-YEAR SEMINAR**

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

**Credits:** 3

### **SPN 199H: FRESHMAN HONORS SEMINAR**

The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses.

**Credits:** 3

### **SPN 201: INTERMEDIATE SPANISH**

This course is a structural review of the language.

**Credits:** 3

#### **Prerequisites:**

Spanish 101-102, or placement in SPN 201.

### **SPN 202: INTERMEDIATE SPANISH**

This course will emphasize speaking and listening with progressively increased practice in reading and writing.

**Credits:** 3

#### **Prerequisites:**

SPN 201 or placement in SPN 202.

### **SPN 203: SPANISH FOR HERITAGE SPEAKERS**

This course is designed to review Spanish grammar and improve writing focusing on bilingual speakers' needs. Based on the identity of the Hispanic community in the United States, this course will complement the language skills of heritage speakers by making them reach a more in-depth knowledge of the language. Entirely taught in Spanish, the course will ultimately raise the students' level of sophistication in Spanish as they use the language in more formal contexts.

**Credits:** 3

#### **Prerequisites:**

SPN 202, or permission of instructor.

### **SPN 205: CONVERSATION AND COMPOSITION**

Through conversation and composition, this course expands these skills beyond the basics by building students' oral proficiency using interactional and communicative language and by strengthening writing skills through targeted compositions and other writing activities. Also, the course ultimately aims to develop students' critical thinking abilities and awareness of Hispanic cultures. Class held entirely in Spanish.

**Credits:** 3

#### **Prerequisites:**

SPN 202, or permission of instructor.



**SPN 210: TOPICS IN READING, WRITING AND CONVERSATION**

A study of a particular topic in Spanish culture selected by the instructor. Subjects will vary from year to year. Non-European/non-Anglophone.

**Credits:** 3

**Prerequisites:**

SPN 201.

**SPN 265: LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.

**Credits:** 3

**SPN 299H: INTERDISCIPLINARY HONORS COURSE**

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

**SPN 300: SPANISH PENINSULAR CULTURE**

Study of the origin, formation and manifestations of the values of the people of Spain and the institutions which reflect them. Emphasizes history, geography, environment, social trends, and sociopolitical events. Class held in Spanish with opportunity for oral, written, reading and comprehension skill building. Offered every other Fall Term. Writing Intensive.

**Credits:** 3

**Prerequisites:**

SPN 202, or permission of instructor.

**SPN 301: LATIN AMERICAN CULTURE**

Study of the origin, formation and manifestations of Latin American values and the institutions which reflect them in the Americas and the Caribbean. Emphasizes history, geography, environment, contemporary trends, and sociopolitical events. Class held in Spanish with opportunity for oral, written, reading and comprehension skill building. Offered every other Fall Term. Non-European/non-Anglophone. Writing Intensive.

**Credits:** 3

**Prerequisites:**

SPN 202, or permission of instructor.

**SPN 302: CONVERSING AND WRITING ON SPANISH AND LATIN AMERICAN LITERATURES**

Helps to develop further, through conversation and composition, the facility in the language necessary to study literature in courses in which lectures, readings, discussion, and papers are in Spanish. Emphasizes analysis and criticism of Spanish and Latin American literatures. Non-European/non-Anglophone.

**Credits:** 3

**Prerequisites:**

SPN 202, or permission of instructor.

**SPN 303: CONVERSING AND WRITING ON THE PROFESSIONS**

Helps to develop further, through conversation and composition, the ability in the language necessary to function in professional fields such as banking, law, medicine, social services, education, architecture, planning, sales, economics and business.

**Credits:** 3

**Prerequisites:**

SPN 202, or permission of instructor.

**SPN 304: SURVEY OF SPANISH LITERATURE: AN INTRODUCTION TO THE SPANISH MIND**

A study of Spanish literature through the centuries in its historical, artistic, and philosophical context. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. Centuries and readings will vary. Writing Intensive.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**SPN 305: SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS**

An introduction to the main movements, authors, and works of Spanish American literature from Modernism to the present. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. Writing Intensive. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

Permission of instructor.

**SPN 306: DON QUIJOTE**

A thematic and textual study of Cervantes's masterpiece, Don Quijote. Discuss Cervantes's work through narrative elements explored by other authors of the Baroque period and through modern critical approaches. The novel will be read in its entirety and the course will be conducted in Spanish. Writing Intensive.

**Credits: 3**

**Prerequisites:**

Permission of instructor.

**SPN 307: SPAIN: "ENLIGHTENED, ROMANTIC, REAL"**

A study of the eighteenth and nineteenth century Spain through its literature, art, history and philosophy. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

**Credits: 3**

**Prerequisites:**

Permission of instructor.

**SPN 308: CONTEMPORARY SPAIN**

Themes and aesthetic trends in film and literature of Spain. Readings, viewings, lectures, and discussions will examine the social, historical and political forces shaping Spain's contemporary cultural production. This course is conducted in Spanish. Writing Intensive.

**Credits: 3**

**Prerequisites:**

Permission instructor.

**SPN 309: MODERN LATIN AMERICA: THE NOVEL OF THE "BOOM" AND THE POLITICAL DRAMA**

Latin American literature of the last fifty years. Emphasis will be placed on artistic and historical events and on the novels and plays by the writers of the literary "boom," including masterpieces by Nobel Prize winners. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

Permission of instructor.

**SPN 310: MODERN LATIN AMERICA: IMAGES AND SYMBOLS OF CHANGE IN POETRY AND SHORT STORY**

Latin American literature of the last fifty years. Emphasis will be placed on the poems and short stories by the writers of the literary "boom," including masterpieces by Nobel Prize winners. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

Permission of instructor.

**SPN 311: CONTEMPORARY LATINO AMERICAN THEATRE**

Latino American theatre has an extensive history, dating back to long before the conquest of the Americas by Europeans. Throughout the centuries, indigenous memory, Spanish Catholicism and political upheaval have intermixed to create a potent combination, leading to the breadth of theatre we know today. But not all Latin American theatre has its roots in these heady streams—fun and frivolous works have their place too. We will explore the serious and sublime, the silly and crowd-pleasing—the theatre of Contemporary Latino America. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

SPN 205 or Permission of Instructor.

**SPN 312: AFRO-HISPANOPHONE PERSPECTIVES ON MIGRATION THROUGH THE MEDITERRANEAN**

This course aims to provide students with the fundamental knowledge to understand migration in the Mediterranean area through the Afro-Hispanophone (Equatorial Guinea and Moroccan) perspective. Specifically, it jointly considers two contemporary processes occurring between Africa and Europe: the circulation of cultures across the globe and the border-crossing of migrant subjects. Through the study of a broad variety of texts including novels, poems, theater and art produced by Equatorial Guinea and Moroccan authors (artists and writers), the course is specifically designed to link people and places, and to investigate the cultural impact and interrelations between these two continents. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

SPN 205 or Permission of Instructor.

**SPN 314: SPECIAL TOPICS**

This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by films and travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

SPN 202 or approval of department chair.

**SPN 314 : Special Topics in Hispanic Studies**

This interdisciplinary seminar explores a special topic in the language, culture, and literature of Spain and the Latino Americas. Particular emphasis is placed on the transnational and multicultural contexts of Hispanic cultural studies. Topics may include transatlantic/border studies, gender studies, sexuality, mass media, and colonialism. This seminar may be repeated as long as the course topic is different. Depending on content, it may also be considered Non-European/non-Anglophone.

**Major, Minor, GEP credit.**

**Credits: 3**

**Prerequisites:**

SPN 202

Prerequisite SPN 202 or approval of coordinator.

**SPN 314 : Business Spanish**

**Credits: 3**

**SPN 314 : Radio Converse**

**Credits: 3**

**SPN 314H : Special Topics in Spanish**

This course aims to provide students with the fundamental knowledge to understand the African Migration in the Mediterranean with a specific focus on Spain. Through the study of a broad variety of scholarly articles, movies and documentaries we will address questions regarding borders, identity, political and ethical issues that migration poses. The selection of texts and audio-visual materials encourages students to explore the phenomena of migration under the perspective of migrant subjects and to link it with other geographies. It will help us to think how social images about Africa were constructed through a Eurocentric lens between the twentieth and the twenty-first centuries. Classes will be taught in English and will include lectures, discussions, audio-visual material, students' presentations and a final research project.

**Major, Minor, Elective, and Humanities, Non-European/Non-Anglophone credit.**

**Credits: 3**

**SPN 365: LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.

**SPN 400: INTRODUCTION TO LATINX STUDIES**

Latinos, Latina/os, Latinx, Chicanos, Boricuas, Nuyoricans, Cubanos, Dominicanos, Salvadoreños, Hispanics. US Latinos go by many different identities and now number more than 50 million—the largest minority group in the country. In this class we look at Latinx cultural production from literature to theory to television, broken down into thematic units including historical contexts, immigrant stories, transnational identities, feminisms, queer identities and Latinos in entertainment. Class held in English. Non-European/non-Anglophone.

**Credits:** 3

**SPN 415: ADVANCED GRAMMAR**

A study of more complex grammatical structures and vocabulary usage. Class held primarily in Spanish with emphasis on integrating the material into appropriate oral and written context.

**Credits:** 3

**Prerequisites:**

SPN 202 and required entrance exam.

**SPN 490: DIRECTED INDEPENDENT STUDY**

This course allows students to pursue a course of study not covered by regular offerings in Spanish. Both teacher and student will select the topic of study according to the student's needs and interests. Non-European/non-Anglophone.

**Credits:** 3

**SPN 496: FOREIGN LANGUAGE INTERNSHIP**

An internship in business or a public or private agency requiring the use of the student's foreign language skills. Pass/fail grading.

**Prerequisites:**

One course numbered 300 or above and permission of the instructor.

**SPN 499: SENIOR SEMINAR**

A final course for majors treating topics in Spanish language and contemporary Spanish and Latin American cultures and literatures. Students complete a bilingual portfolio—including personal statement, independent research project, and public presentation—that highlights their experiences, accomplishments, and scholarly work in the program. Non-European/non-Anglophone. Capstone.

**Credits:** 3

## History

- JOE P. DUNN, chair
- ANGELA E. ELDER
- JEFFREY POELVOORDE
- JOHN M. THEILMANN
- EDWARD C. WOODFIN

## Department Mission Statement

To develop students with the traditional liberal arts skills: to

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

## Student Learning Outcomes for History Majors

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

1. Read and interpret historical material and demonstrate how a historian approaches the study of the past.
2. Conduct historical research by formulating valid research questions, identifying source materials, organizing data, and completing an article-length paper that reflects proper documentation and citation practices.

3. Demonstrate the oral skills to present and defend research conclusions in a presentation before peers.

Consistent with the emphasis on preparing students for graduate study in a diverse array of fields or for success in whatever vocational fields that they pursue, a secondary identification that reflects that the department's mission statement is being achieved is the annual record of our students' post undergraduate accomplishments. Traditionally our majors have pursued law, international diplomacy, public policy, public administration, business, public history, teaching at the secondary or college levels, the nonprofit sector, library science, and many other fields too numerous to list. The department maintains records of the next step in the life process for each member of each graduating class of majors. The [General Education Program](#) is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course

- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

**HST/POL 455H: American Foreign Policy**

A study of the institutions and functioning of foreign policy/national security decision-making as well as selected topics of the Cold War and contemporary events. Cross-listed with POL 455H. Offered on demand. Writing Intensive. Non-European/non-Anglophone.

**Credits: 3**

**HST 100: MAJOR TOPICS IN MODERN EUROPEAN HISTORY**

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

**Credits: 3**

**HST 110: WESTERN CIVILIZATION TO 1648**

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

**Credits: 3**

**HST 115: TOPICS IN COMPARATIVE HISTORY**

A topics course in world history that may be taken more than once if the specific topic is decidedly different from previous options taken. Students who receive advanced placement credit in world history with a score of three or better may not enroll for credit in HST 115. Students with the same requisite scores on AP European history at the discretion of the department may be allowed to take HST 115 for credit. Three hours credit/ Four credits in Jan Term. Students may count only two of the three 100-level courses on a history major or minor. Writing Intensive. Non-European/non Anglophone.

**Credits: 3**

**HST 125: FIRST YEAR SEMINAR IN HISTORY**

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

**Credits: 3**

**HST 199H: FRESHMAN HONORS SEMINAR**

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

**Credits: 3**

**HST 201, 202: AMERICAN HISTORY**

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

**HST 259: Timeless: American History and Film**

A study American history and film and/or television. Writing Intensive.

**Credits: 3**

**Prerequisites:**

*GEP, Major, Minor, Elective credit.*

**HST 291: SPECIAL TOPICS IN HISTORY**

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

**Credits: 4**

**HST 295T: THE AMERICAN REVOLUTION IN THE SOUTHERN BACKCOUNTRY**

This course explores the American Revolution with a particular focus on the war in the Southern backcountry. Travel fees.

**Credits: 4**

**HST 299H: INTERDISCIPLINARY HONORS COURSE**

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

**HST 306: AFRICAN-AMERICAN HISTORY**

A survey of African-American history from colonial times to the present. Writing Intensive.

**Credits: 3**

**HST 307/507: Topics in 19th Century America**

A study of 19th century American history. Special topics vary. Writing Intensive.

**Credits: 3**

**HST 318: ENGLISH HISTORY, 1450-1714**

From the late Medieval era through the end of the Stuart Dynasty.

**Credits: 3**

**HST 319: ENGLISH HISTORY SINCE 1714**

A survey of the history of England from the beginning of the Hanoverian Dynasty to the present. Writing Intensive.

**Credits: 3**

**HST 330: 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. Cross-listed with ENG 330. Offered in the London Term.

**Credits: 3**

**HST 345: WOMEN IN AMERICAN HISTORY**

A study of women in American history from The Colonial Era to the present. Writing Intensive. GEP Humanities/Women's Studies.

**Credits: 3**

**HST 351: RENAISSANCE AND REFORMATION**

A survey of European history from 1350 to 1648. Offered on demand.

**Credits:** 3

**HST 352: THE AGE OF THE ENLIGHTENMENT**

A survey of European history from 1648 to 1789. Offered on demand.

**Credits:** 3

**HST 361: 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. Offered on demand.

**Credits:** 3

**HST 362: NATIONALISM, IMPERIALISM, AND WORLD WAR I**

An examination of the era surrounding the First World War. The course will include a study of Europe in the nineteenth and early twentieth centuries, concentrating on the rising power of nationalism and the drive for world conquest that is known as the New Imperialism. It will also focus on the war itself, from its causes to its conduct to its thunderous significance in shaping the modern world. Writing Intensive.

**Credits:** 3

**HST 364: MODERN GERMAN HISTORY**

Political, social and cultural history from 1815 to the present. Writing Intensive.

**Credits:** 3

**HST 365: 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. Offered on demand.

**Credits:** 3

**HST 366: BRITISH EMPIRE AND COMMONWEALTH**

A history of the British Empire in America, Asia, Africa and Australia/New Zealand. Also qualifies as non- Western/ World history. Non-European/non-Anglophone.

**Credits:** 3

**HST 366: BRITISH EMPIRE AND COMMONWEALTH**

A history of the British Empire in America, Asia, Africa and Australia/New Zealand. Also qualifies as European history. Non-European/non-Anglophone.

**Credits:** 3

**HST 375: 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. Cross-listed with POL 375. Also qualifies as American History. Writing Intensive. Non-European/non-Anglophone.

**Credits:** 3

**HST 375: 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 its role in assessing contemporary military conflicts. Cross-listed with POL 375. Also qualifies as non- Western major and Non-European/non-Anglophone. Writing Intensive.

**Credits:** 3

**HST 402: WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES**

A readings course on women's lives in various non-Western traditional cultures. Cross-listed with POL 402. Writing Intensive. Non-European/non-Anglophone. GEP Humanities/ Women's Studies.

**Credits:** 3

**HST 408: THE COLONIAL ERA**

A study of the founding and development of America. Writing Intensive.

**Credits:** 3

**HST 412: THE NEW NATION, 1783-1840**

A study of the US from the end of the Revolution through the Jacksonian Era. Writing Intensive.

**Credits:** 3

**HST 420: 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 421: THE ERA OF THE CIVIL WAR, 1840-1876**

A study of Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction. Writing Intensive.

**Credits:** 3

**HST 425: 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 20th century. Topics will include explorations; the experience of Native American peoples; the world of trappers, cowboys, miners and wagon trains; and the impact of settlement on the environment.

**Credits:** 3

**HST 430: THE SOUTH SINCE 1877**

A study of history of the Southern United States in the so-called New South period--the years from Reconstruction to the present. Writing Intensive.

**Credits:** 3

**HST 441: RECENT UNITED STATES, 1945 TO THE PRESENT**

A study of the US from the end of World War II to the present. Cross-listed with POL 441. Offered on demand. Writing Intensive.

**Credits:** 3

**HST 442: THE CIVIL RIGHTS ERA**

A study of the black civil rights movement from the early 1950s through the 1970s and beyond. Cross-listed with POL 442.

**Credits:** 3

**HST 455: AMERICAN FOREIGN POLICY**

A study of the institutions and functioning of foreign policy/national security decision-making as well as selected topics of the Cold War and contemporary events. Cross-listed with POL 455. Offered on demand. Writing Intensive. Non-European/non-Anglophone.

**Credits:** 3

**HST 460/560: Public History**

A survey of best practices in public history, both as a career and field of study. Travel fees may apply.

**Credits:** 3

**HST 470: 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. Cross-listed with POL 470 and REL 470. Writing Intensive. Non-European/non-Anglophone.

**Credits:** 3

**HST 474: THE ARAB-ISRAELI CONFLICT**

A study of the modern conflict over the region of Palestine. The course will examine the religious, cultural, and historical background 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. Non-European/non-Anglophone credit.

**Credits:** 3

**HST 477: COLONIAL LATIN AMERICA**

A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s. Writing Intensive. Non-European/non-Anglophone

**Credits:** 3

**HST 480: SENIOR SEMINAR**

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

**Credits:** 3

**HST 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

An independent course of study on selected topics. Offered on demand.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**HST 491: 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. Offered on demand.

**Credits:** 3



**HST 491 : Special Topics:  
Imperialism and Film**

This course will examine one of the most critically important subjects in modern history, European imperialism, a force that created the modern international structure and lies at the roots of many of today's most troubling world crises. We will discuss and study a selection of these issues by examining them in the light of a number of films that Europeans, Americans, and Asian have made about them in the last century, which will serve as entry points for discussion of imperial issues. Most of our focus will rest on the 19th century period of "New Imperialism" and the 20th century era of the fall of empires. We will pay special attention to the motives and methods of colonizers, to the clash of cultures between colonizers and the colonized, and to resistance to colonization. We will also examine how the filmmakers of later eras responded to these issues.

**Credits:** 3

**HST 496: INTERNSHIP IN  
APPLIED HISTORY**

Internships in archival administration, museum curatorship, management of historic properties, and historical restoration. Offered on demand. Pass/fail grading.

**Prerequisites:**

Permission of the department.

**POL 409H/HST 409H: Political  
Violence in Film**

This is a course on political violence and genocide in the 20th century as depicted in film. This course focuses on very disturbing material, including institutional, personal, sexual, and other forms of violence.

Obviously, it is not for those who cannot handle this excessive violence.

**Credits:** 4

## Interior Design

- BOONE HOPKINS, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

### Arts Foundations: Creativity that Works

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100:  
INTERDISCIPLINARY  
ARTS FOUNDATIONS I
- ATM 200:  
INTERDISCIPLINARY  
ARTS FOUNDATIONS II

## Department of Art and Design

- SUSANNE GUNTER, chair
- ANDREW BLANCHARD
- MARY CARLISLE
- NICOLE DE ARMENDI
- ANDREA ELLIOTT
- MEIRAV GOLDHOUR
- MICHAEL MASSENGALE
- ERIN SANDERS
- JENA THOMAS
- LAURA ZEISLER

### Mission

The mission of the Department of Art and Design is to provide for our students a dynamic visual art and design education that fosters creativity and scholarship, develops skills and nurtures appreciation of the visual arts.

1. To best serve our majors the Department of Art and Design has established the following goals:
2. To provide a comprehensive curriculum that is built upon a strong foundation in studio art, art history, and current trends within the various fields of study.
3. To incorporate critical thinking and creative expression in all areas of study.
4. To provide external educational experiences that enrich the overall learning process.
5. To promote skill proficiency in the use of innovative equipment and techniques.

- To provide career advisement and guidance for students.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts study, and membership in professional organizations. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers in the arts.

## Degree Programs and Accreditations

Accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA), the Department of Art and Design offers both the Bachelor of Arts degree and the Bachelor of Fine Arts degree. For the BA degree, students may choose a major in art history, art therapy, studio art, or art education. The Bachelor of Fine Arts degree is a content-laden degree in studio art or interior design. Early declaration of a Bachelor of Fine Arts major is required due to the rigorous requirements of the programs. Students with majors in areas other than art may need to consult the Department of Art and Design chair for guidance in a double major or a minor in art history, studio art, or arts management.

## Calculation of GPA for degrees in the Department of Art

The GPA for the Bachelor of Arts with a major of Art Education major is calculated using all required courses for the major. Students must have

a minimum GPA of 2.0 in the major to graduate, but must have at least a 2.75 cumulative GPA to enter the Teacher Education Program.

The GPA for the Bachelor of Arts with an Art History major, Art Therapy major, Studio Art major, BFA Studio Art major, and the BFA Interior Design major is calculated using all required courses for the major. The GPA for the Art History minor and Studio Art minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the major or minor to graduate.

## Minors

Minors are offered in art history and studio art, as well as an arts management minor, which is interdisciplinary between art, music, and theatre. The arts management minor is highly recommended for all majors in the School of the Arts. It is particularly useful for BA Studio Art, BA Art History, or BFA Studio Art degree majors. Like all art and design minors, arts management is available to all Converse students. For complete information on the arts management minor, please refer to the section on Interdisciplinary Minors in this catalog.

All students majoring in the Department of Art and Design must take the Senior Seminar in their respective majors, and all majors except art history must take ART 415: Senior Exhibition during their senior year. These courses are designed to assist seniors in developing career preparation skills and in preparation for their senior graduation exhibitions.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for

the Bachelor of Arts and Bachelor of Fine Arts in the School of the Arts.

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

## The Bachelor of Arts Degree Program

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

### **DES 101: INTERIOR DESIGN APPRECIATION**

An overview of interior design including its history, the role of interior design in global cultures, pop culture and the profession, the application of art and design theory, and creative problem solving. Studio projects explore issues. Lab fee. May not be applied to the interior design major.

**Credits: 3**

**DES 125: FIRST-YEAR SEMINAR**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a three credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course. May not count as a fine arts GEP requirement if the course is Art 125: 2D Design or Art 125: 3D Design.

**Credits:** 3**DES 282: INTRODUCTION TO INTERIOR DESIGN**

Introduction to interior design including design theories, human factors, interior components and contemporary issues explored through sketching, model making, research and design projects. Lab fee. Offered Spring Term only.

**Credits:** 3**DES 283: SPACE PLANNING**

Exploration and application of human-centric design requirements in interior environments including design for diverse populations, programming, space planning theories, creative ideation using manual sketching and models, and collaboration to develop solutions using the design process. Lab fee.

Offered Fall Term only.

**Credits:** 3**Prerequisites:**

ART 111, 112, 113, DES 282, or permission of instructor.

**DES 284: RESIDENTIAL DESIGN**

Programming and conceptual design for residential interiors including human factors, behavioral issues, materials, furnishings, fixtures, with the visualization of inquiry and solutions through manual and digital drafting and rendering with integrated verbal presentation. Lab fee. Offered Spring Term only.

**Credits:** 3**Prerequisites:**

ART 111, 112, 113, DES 283, DES 287, 285 or permission of instructor.

**DES 285: COMPUTER AIDED DESIGN**

Introduction to interior design communication using manual and digital drafting techniques, sketching, design terminology and interior components. Lab fee. Offered Fall Term only.

**Credits:** 3**Prerequisites:**

DES 282 or permission of instructor.

**DES 286: ADVANCED COMPUTER AIDED DESIGN**

Continuation of digital drafting per industry standards, with an introduction to digital rendering, to portray scale, line weights, and delineation of form to visualize, document and communicate interior environments. Lab fee. Offered Spring Term only.

**Credits:** 3**Prerequisites:**

DES 283 and 285 or permission of instructor.

**DES 287: COLOR AND TEXTILE DESIGN**

Color theory, systems and their multiple purposes; and textile characteristics, constructions and performance for interior applications. Lab fee. Offered Fall Term.

**Credits:** 3**Prerequisites:**

DES 282, or permission of instructor.

**DES 289: INTERIOR CONSTRUCTION**

Interior environmental systems, materials and construction methods are applied to interior solutions through the development of coordinated contract documents. Lab fee. Offered Fall Term only.

**Credits:** 3**Prerequisites:**

DES 284, 286 or permission of instructor.

**DES 290: PRESENTATION SKILLS**

Visualization of interior concepts and solutions through manual and digital sketching, drawing, rendering and presentations. Lab fee. Offered Fall Term.

**Credits:** 3**Prerequisites:**

DES 283, DES 285 or permission of instructor.

**DES 381: HISTORY OF INTERIORS I**

An international, historic survey of interiors from ancient times to the 1800s including concepts of interior development, furnishings, decorative components, architectural structure, design theories, social context, and relevance to current design practices. Lab fee. Fall Term only.

**Credits:** 3

**DES 382: HISTORY OF INTERIORS II**

International, historic survey of interiors from the 1800s to the current decade including design and architectural theories, furnishings, finishes and decoration in their cultural and technological origin and current context. Offered Spring Term. Writing Intensive for interior design majors. Lab fee.

**Credits:** 3

**DES 383: CODES AND MATERIALS**

Overview of building codes and regulations including their importance and impact on interior design solutions aligned with health, safety and welfare: and a range of interior materials and their properties, sustainable attributes, fabrication, performance, value, and installation methods. Field trips and speakers included. Lab fee. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

DES 284 or permission of instructor.

**DES 384: COMMERCIAL DESIGN I**

Programming and design concepts for corporate, healthcare, hospitality, entertainment, or institutional environments and their stakeholders. Incorporates sustainability, building systems, lighting, furnishings and finishes to produce creative and functional solutions using research, analysis, manual sketching and digital visualization with integrated presentations. Lab fee. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

DES, 286, 288, 387 or permission of instructor.

**DES 385: ART RESTORATION**

A study involving the student in the restoration and refinishing of furniture and decorative art including seminars and practical exercises in a variety of decorative wall, floor, and ceiling finishes, as well as the restoration of objects d'arte. Lab fee. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

Permission of the instructor.

**DES 386: LIGHTING**

Characteristics of light and lighting systems, their application to interiors including sources, color rendering, impact, control, regulations and sustainability. Final design project features creative and functional lighting solution in a digital, professional format. Field trips and speakers included. Lab fee. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

DES 286, 288, 387 or permission of instructor.

**DES 387: KITCHEN AND BATH DESIGN**

Space planning and detailing of creative and functional kitchen and bath solutions for residential and commercial interiors including codes, human factors, building systems, sustainability, cabinetry and appliances, precedent, and contextual applications. Design visualization using sketching, digital drafting and rendering. Speakers and field trips included. Lab fee. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

DES 284, 286, or permission of instructor.

**DES 388: SPECIAL TOPICS IN INTERIOR DESIGN**

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

**Credits:** 3

**DES 480: SENIOR SEMINAR**

Students identify and define relevant aspects of the DES 482 design project through gathering, evaluation and applying appropriate and necessary information and research findings.

**Credits:** 1

**Prerequisites:**

DES 384 and 387.

**DES 481: ADVANCED INTERIOR DESIGN I**

Complex interior planning utilizing problem solving skills through programs research and analysis concept developments, and professional design documentation through digital visualization. Projects align with student design competitions and or/ professional collaborations. Lab fee. Offered Fall Term.

**Credits: 3****Prerequisites:**

DES 384, 386 or permission of instructor.

**DES 482: ADVANCED INTERIOR DESIGN II**

Self-selected, interior design project demonstrating integration of curriculum content and developed through research, problem solving, sketching and digital visualization with a formal written and verbal presentation of the design process and solutions. Capstone. Lab fee. Offered Fall Term.

**Credits: 3****Prerequisites:**

DES 480, 481 or permission of instructor.

**DES 483: BUSINESS AND PROFESSIONAL PRACTICE**

Professional development and the business of interior design including the legalities, financial considerations, project management, professional organizations, and ethics for a variety of interior design practices and careers. Personal marketing packages refined for career preparation. Speakers included. Lab fee. Offered Fall Term.

**Credits: 3****Prerequisites:**

DES 384 or permission of instructor.

**DES 485: PROFESSIONAL DESIGN WORK EXPERIENCE**

A program in which the student obtains practical on-the-job experience working in an interior design or architectural firm. Pass/fail grading.

**Credits: 3****Prerequisites:**

DES 383, 384, 386, 481, 483 or permission of instructor.

**DES 486: INTERIOR DESIGN: STUDY TRAVEL 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 resources. Additional travel expense is expected to be incurred at the responsibility of the participant. This course may be taken twice for credit when destinations differ. Offered Jan and Summer Terms only.

**Credits: 3****DES 489: DIRECTED INDEPENDENT STUDY**

An independent course of advanced study in an area of special interest. Lab fee, as required for specific area of study.

**Credits: 1-3****Prerequisites:**

Permission of instructor.

**DES 499: HONORS THESIS IN ART**

This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education, or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

**Credits: 3****Prerequisites:**

GPA of at least 3.0; permission of the student's major professor (advisor); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.

## Italian

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;

2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### **ITL 101-102: ELEMENTARY ITALIAN**

A course for beginners. Offered every other year.

**Credits: 6**

### **ITL 201-202: INTERMEDIATE ITALIAN**

This course is a structural review of the language. Not offered regularly.

**Credits: 6**

### **ITL 265: LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.

**Credits: 3**

### **ITL 314: SPECIAL TOPICS**

This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by film and/or travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

**Credits: 3**

**Prerequisites:**

ITL 202 or approval of the department chair.

**ITL 365: LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR**

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.

**Credits: 3**

**ITL 490: DIRECTED INDEPENDENT STUDY**

This course allows students to pursue a course of study not covered by regular offerings in Italian. Both teacher and student will select the topic of study according to the student's needs and interests.

**Credits: 3**

## Japanese

### Department of Languages, Cultures and Literatures

- MIRKO M. HALL, chair
- DOUG P. BUSH
- RAFAEL E. HERNÁNDEZ
- CATHERINE JONES
- STEFANIA LICATA

### Mission

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures.

The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Hispanic Studies. Students majoring in German Studies or Hispanic Studies must complete 30 credit hours in courses numbered 202 and above.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course

- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

### Calculation of Major and Minor GPA in Languages, Cultures and Literature

To earn a major or minor in German Studies or Hispanic Studies, or a minor in French, students must have a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Hispanic Studies, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

### JPN 101–102: AN INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE

This course provides students the opportunity to learn about the history, language, and culture of Japan. Special emphasis will be given to learning how to deal with Japanese businesses. Students do not have to speak or write Japanese to take this course. Non-European/non-Anglophone. Offered periodically.

**Credits: 3**

**JPN 201: INTERMEDIATE JAPANESE LANGUAGE AND CULTURE II**

A course for students who have basic foundations of Japanese language. The course strengthens these foundations in order to enable students to develop proficiencies in writing, reading listening and speaking. Students also learn about the Japanese mind as it relates to key concepts of Japanese culture. Non-European/non-Anglophone. Offered periodically.

**Credits: 3**

**JPN 202: INTERMEDIATE JAPANESE CULTURE III**

A course for students who have basic foundations of Japanese language. The course continues to strengthen these foundations in order to enable students to develop proficiencies in writing, reading, listening, and speaking. Students also learn about the Japanese mind as it relates to key concepts of Japanese culture. Non-European/non-Anglophone. Offered periodically.

**Credits: 3**

## Mathematics

- JESSICA L. SORRELLS, chair
- PETER H. BROWN
- JOSEPH S. BARRERA
- AMANDA J. MANGUM

## Mathematics

The mission of the mathematics major is to provide the student with the opportunity to study the classical mathematics curriculum with the following student learning outcomes:

1. Students will demonstrate the perspectives and the analytical skills required

for efficient use and understanding of mathematics,

2. Students will demonstrate the ability to read, communicate, and understand mathematical ideas in a variety of settings, both verbally and in writing, making use of numerical, graphical, and symbolic viewpoints,
3. Students will formulate and produce valid mathematical proofs, and
4. Students will demonstrate a basic historical perspective of mathematics.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

A student completing a bachelor's degree with a

mathematics major must take a minimum of 35 credit hours of coursework above MTH 115.

## Calculation of GPA for Mathematics Major or Minor

To earn a degree in mathematics or complete a minor in mathematics a student must have a minimum GPA of 2.0 in all required mathematics coursework. Grades in required non-mathematics courses (CSC 201, CSC 202) are not included in the GPA calculation.

For the Bachelor of Arts degree, only twelve elective credits will be included in the GPA calculation. For the Bachelor of Science degree, only six elective credits will be included in the GPA calculation.

If the student has more than the minimum required number of elective credits, the credits with the highest grades will be used in the GPA calculation.

## MTH 107: SPECIAL TOPICS IN MATHEMATICS

Selected topics in mathematics. The topics in the course will vary depending on the available faculty and interest of the students.

**Credits: 1-4**



**MTH 107 : Special Topics:  
Mathematics of the Liberal Arts  
Program: Mathematics**

Increased use of technology and the consequential rise of a data-driven society has changed the landscape of today's society and workforce. However, it is not only quantitative experts who are needed

to fill positions, but also quantitatively comfortable humanists. There is a great and growing need for college graduates both trained in the liberal arts and having the ability to remark intelligently on quantitative issues. This requires mathematics to serve not only the sciences, but also disciplines

within the humanities and arts. This course will cover fundamental mathematical skills similar to those typically taught in finite mathematics or college algebra courses, but will place special emphasis on a wide range of applications.

These application categories divide the course into four units:

1. Mathematics in Technology & Analytics
2. Mathematics in the Social Sciences
3. Mathematics in Economics & Finance
4. Mathematics in Art

**GEP credit.**

**Credits: 3**

**MTH 108: FINITE MATHEMATICS**

A study of selected topics from finite mathematics. The topics may include probability, statistics, systems of linear equations, linear programming and the mathematics of finance. Offered most terms. Quantitative GEP requirement.

**Credits: 3**

**MTH 110: ELEMENTARY  
FUNCTIONS**

A study of elementary functions and their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic, and trigonometric functions. Offered most terms.

Quantitative GEP requirement.

**Credits: 3**

**Prerequisites:**

High School Algebra.

**MTH 113: INTRODUCTION TO  
STATISTICS**

This course will provide a comprehensive introduction to the models and methods used in statistics. Quantitative GEP requirement.

**Credits: 4**

**Prerequisites:**

High School Algebra.

**MTH 115: SURVEY OF CALCULUS**

A one-term introduction to the elements of the differential and integral calculus, intended for students majoring in other departments. Offered on demand in Jan Term. Quantitative GEP requirement.

**Credits: 4**

**Prerequisites:**

MTH 110, or equivalent.

**MTH 117: Data Science I**

A study of data and the questions that can be answered by studying data. This course will also introduce students to programming to explore and visualize data effectively. Algorithms and basic modeling techniques will also be discussed.

**Credits: 3**

**MTH 118: Data Science II**

A continuing study of data and the questions that can be answered by studying data. This course will build on the programming and visualization techniques introduced in Data Science I. Students will encounter more varied data sets and more methods for analyzing data.

**Credits: 3**

**MTH 120: CALCULUS AND  
ANALYTIC GEOMETRY I**

A study of the differential and integral calculus. Offered Fall and Spring Terms. Quantitative GEP requirement.

**Credits: 4**

**Prerequisites:**

MTH 110, or equivalent.

**MTH 125: FIRST-YEAR SEMINAR**

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

**Credits: 3****MTH 200 : Introduction to Proofs**

This course is meant to serve as a transition from calculus to more abstract mathematics and ways of thinking. This course emphasizes the importance of proper proof writing style and covers basic set theory, logic, and the main proof techniques in higher mathematics: direct proof, proof by contradiction, proof by contrapositive, and mathematical induction. These topics are fundamental to communicating and understanding mathematical concepts learned in later courses.

**Credits: 3****MTH 205: DISCRETE MATHEMATICS**

The course will introduce students to topics and techniques of discrete methods and combinatorial reasoning. Methods for approaching problems in counting, logic, and other Computer Science related topics will be accumulated. A wide variety of applications will be incorporated into the mathematics. Offered alternate years. Quantitative GEP requirement.

**Credits: 3****Prerequisites:**

CSC 201 and MTH 110 or consent of the instructor.

**MTH 210: CALCULUS AND ANALYTIC GEOMETRY II**

A continuation of MTH 120. Offered every year. Quantitative GEP requirement.

**Credits: 3****Prerequisites:**

MTH 120, or equivalent.

**MTH 220: CALCULUS AND ANALYTIC GEOMETRY III**

A continuation of MTH 210. Offered every year. Quantitative GEP requirement.

**Credits: 3****Prerequisites:**

MTH 210, or equivalent.

**MTH 299H: INTERDISCIPLINARY HONORS**

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

Quantitative GEP requirement.

**Credits: 3****MTH 299H/PHI 299H : Numbers, Infinity, and Reality**

This course examines the philosophical foundations of mathematics. Specific questions to be explored include: What kinds of things are numbers? How does math relate to science? What does it mean to "prove" a mathematical statement? Are mathematical axioms—such as the parallel postulate in geometry or the axiom of choice in set theory—responses to features of independent reality or are they subjective constructions we foist upon the world? What happens when we broaden our view to include infinite collections of mathematical objects? What does it mean to say of a mathematical proof that it is aesthetically elegant? Is math truly a "universal language" historically and cross-culturally? And what assumptions about the nature and value of math are operative in debates concerning the place of math in school curricula or how math is to be taught?

**Major, Minor, Elective, GEP credit.****Credits: 3****MTH 301: MATHEMATICS OF GAMES AND GAMBLING**

This course is a study of the mathematics involved in games of chance and gambling. Topics in probability, statistics and combinatorics will be covered. Offered on demand in Jan Term. Quantitative GEP requirement.

**Credits: 4****Prerequisites:**

Permission of the instructor.

**MTH 303: NUMBER THEORY**

A study of the integers and their divisibility properties with particular emphasis on the theory of congruences, prime numbers, Diophantine equation, and quadratic residues. Offered on demand. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

Consent of the instructor.

**MTH 311: SURVEY OF GEOMETRY**

A study of the foundation of Euclidean and non-Euclidean geometry. Offered alternate years. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

Consent of the instructor or MTH 351.

**MTH 315: MATHEMATICAL SOFTWARE**

This course will introduce the student to the various mathematical software packages that are commercially available. Lectures and laboratory. Cross-listed with CSC 315. Quantitative GEP requirement.

**Credits:** 4**Prerequisites:**

MTH 120 or permission of the instructor.

**MTH 330: INTRODUCTION TO ANALYSIS**

Offered on demand. Quantitative GEP requirement.

**Credits:** 3**MTH 340: INTRODUCTION TO GRAPH THEORY**

This course is an introduction to a relatively new area of mathematics study. A diverse collection of applications includes operations research, sociology and chemistry. An introduction to mathematical proofs is included, and various proof techniques are illustrated while developing the theory itself. Offered on demand in Jan Term. Quantitative GEP requirement.

**Credits:** 4**Prerequisites:**

MTH 351 or permission of the instructor.

**MTH 351: LINEAR ALGEBRA**

A study of linear equations and matrices, vector spaces, determinants, linear mappings, inner products, and cross products of vectors. Offered alternate years. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

MTH 210.

**MTH 400: REAL ANALYSIS**

A study of selected topics from real analysis. Offered on demand. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

MTH 220.

**MTH 410: DIFFERENTIAL EQUATIONS**

A study of differential equations and their physical applications. Offered alternate years. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

MTH 220 or consent of the instructor.

**MTH 413: ABSTRACT ALGEBRA**

A study of groups, rings, integral domains, and fields. Offered alternate years. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

MTH 210.

**MTH 423: PROBABILITY AND STATISTICS**

A study of probability, distributions, sampling distribution theory, and estimation. Offered alternate years. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

MTH 210, or equivalent.

**MTH 450: Mathematics Internship**

The internship involves the student in a business or governmental agency related to the student's career choice. Credit and work to be arranged according to the experience desired.

**Credits:** 3-6**Prerequisites:**

Minimum 2.5 major GPA and permission of the department chair.

**MTH 480: SPECIAL TOPICS IN MATHEMATICS**

Each offering will cover a topic of mathematics that is not in the regular curriculum. Quantitative GEP requirement.

**Credits:** 1-4**Prerequisites:**

Consent of the instructor.

**MTH 480 : Special Topics:  
Mathematical Modeling**

An introduction to mathematical problem solving. Primary focus will be using geometry, trigonometry, probability and calculus to model various topics from business, biology, physics, social sciences, engineering and recreational mathematics. (Spring 2021 term)

**GEP Elective.**

**Credits: 3**

**MTH 480 : Special Topics:  
Biomathematics**

This particular special topics course will cover an introduction to some of the ways mathematics can be used to describe biological phenomena. Topics will be drawn from: population modeling, disease modeling and epidemiology, tumor growth, predator-prey models, deterministic, stochastic, continuous, and probabilistic models, and bioinformatics.

**GEP Elective.**

**Credits: 3**

**MTH 485: RESEARCH**

A special course to allow the student to pursue a research project. May be repeated for a maximum of six credit hours.

**Credits: 1-4**

**Prerequisites:**

MTH 210 or its equivalent and consent of the instructor.

**MTH 490: DIRECTED  
INDEPENDENT STUDY IN  
SPECIAL TOPICS**

Intensive independent study of a topic in mathematics which is not in the regular curriculum. This study will be directed by a cooperating faculty member. May be repeated for credit. Offered on demand. Quantitative GEP requirement.

**Credits: 1-3**

**Prerequisites:**

Consent of the instructor and department chair.

**MTH 497: HONORS THESIS IN  
MATHEMATICS**

This course is for qualified students pursuing honors in mathematics. Students perform independent research and write a thesis under the direction of a mathematics faculty member. Honors Thesis in mathematics demonstrates the student's ability to conduct systematic research with the intention of producing a research paper.

**Credits: 3**

**Prerequisites:**

MTH 210 or its equivalent, senior class standing, approval by the department, permission of the instructor (adviser), and other prerequisites as outlined in the Nisbet Honors Guidelines.

**MTH 499: SENIOR SEMINAR**

This course allows the student to investigate a topic of particular interest in mathematics or computer science. The student will have the opportunity to present a written and oral report on her topic. Offered every year. Quantitative GEP requirement. Capstone.

**Credits: 1**

## Music Business

**MUB 101: INTRODUCTION TO  
MUSIC BUSINESS**

This course provides a general overview of the music industry, focusing on the relationship between successful musicianship and business strategies. The goal is to help the student make informed choices about a music vocation or avocation.

**Credits: 3**

**MUB 102: MUSIC BUSINESS AND  
TECHNOLOGY PRACTICUM**

This practicum provides unique opportunities for relating musical processes (such as composition and performance) to music business processes (such as budget design and analysis, accounting procedures and legal considerations) and/or music technology activities (such as recording, sound synthesis and sound reinforcement) in order to increase breadth of competence. Each student is required to enroll in and complete two terms of the practicum while enrolled in the Music Business and Technology Certificate Program. The ultimate goal of the practicum is to enable the student to synthesize the disciplines of music, music business and/or music technology through specific projects designed by a certificate director. This course is offered for one elective credit and may be scheduled during any term, to be determined by its content and format. Non-certificate program students may enroll for elective credit.

**Credits: 1**

**Prerequisites:**

Admission to the Music Business and Technology Certificate Program or permission of the instructor.

**MUB 103: MUSIC CONCERT PROMOTION AND VENUE MANAGEMENT**

This course provides a basic and detailed understanding of the concert/touring/live music segment of the industry. With behind-the-scenes examination of concert venue management and concert promotion, students will learn in depth day to day venue operation including small business demands and responsibilities, especially as they relate to the music business. Students will also gain some competence in concert promotion, from buying talent to show promotion and production. This course fulfils an elective requirement as part of the Music Business and Technology Certificate Program. Non-certificate program students may enroll for elective credit.

**Prerequisites:**

Admission to the Music Business and Technology Certificate Program or permission of the instructor.

**MUB 301: MUSIC BUSINESS INTERNSHIP**

A three-term, external, supervised internship with a professional business, school, or performing, arts organization specializing in some area(s) relating to music business.

**Credits:** 1

**Prerequisites:**

MUB 101.

## Music Education

**MUE 201: PRIVATE APPLIED TEACHING I**

Instruction of elementary and intermediate pupils by applied music majors in their principal field under faculty supervision. Includes methodology and materials for teaching.

**Credits:** 1

**Prerequisites:**

Permission of the department.

**MUE 203: PRIVATE APPLIED TEACHING II**

A continuation of MUE

**Credits:** 1

**Prerequisites:**

MUE 201.

**MUE 211: PIANO TEACHING PREPARATION**

The study of careers as a pianist, necessary professional preparation, the history of piano pedagogy, and learning theory as applied to piano teaching. Observation of lessons and experiences in piano teaching required.

**Credits:** 2

**MUE 213: ELEMENTARY METHODS IN PIANO TEACHING**

A survey and evaluation of contemporary beginner's piano methods and the application of principles of Dalcroze eurhythmics to the teaching of rhythm. Observation of lessons and experiences in piano teaching required.

**Credits:** 2

**MUE 215: MODERN BAND**

Modern Band is a music ensemble open to all students interested in learning to perform modern music in varying genres such as rock, folk, pop, country, rhythm & blues, hip hop, and more. Basic instruction of guitar, bass, keyboard, drums, singing, ukulele, and song writing is included. No experience necessary.

**Credits:** 1

**MUE 220a: MUSIC EDUCATION FORUM**

Required of all music education majors, to be taken repeatedly. This course is for music education majors to gain additional music education experiences through lectures, discussions, interactions, observations, guest speakers, and teaching experiences. Music education majors must pass a minimum of 4 semesters. Pass/fail grading. Offered Fall and Spring Terms.

**Credits:** 0

**MUE 220b: MUSIC EDUCATION FORUM**

Advisor approval required. This course is for music education majors to gain additional music education experiences through lectures, discussions, interactions, observations, guest speakers, and teaching experiences. This course is available if the student is short on practicum experience hours and must be taken in final semester before the student teaching experience. This course may be taken only once. Pass/fail grading Offered Fall and Spring Terms.

**Credits:** 1

**MUE 221: INTRODUCTION TO MUSIC EDUCATION**

The philosophical, sociological, and psychological foundations of music education.

**Credits:** 2

**MUE 301: PIANO TEACHING PROCEDURES I**

Beginning supervised teaching of elementary piano students. Includes the study of early intermediate literature for piano teaching.

**Credits:** 3

**Prerequisites:**

MUE 211 and MUE 213.

**MUE 303: PIANO TEACHING PROCEDURES II**

Continued supervised teaching of elementary piano students. Additional study of intermediate literature for the piano, including practice techniques, learning styles, and related teaching styles, use of recordings in teaching, and recital and competition preparation for students.

**Credits:** 3

**Prerequisites:**

MUE 301.

**MUE 311: GENERAL MUSIC, K-12**

Methods, materials, and practicum for teaching general music in the elementary, middle and high school.

**Credits:** 3

**Prerequisites:**

MUE221 and EDU360, and passing scores on the reading, writing and math portions of the Core I Praxis.

**MUE 313: PRIVATE STUDIO RESOURCES**

For all music students who desire to open a private music studio. The study of studio management, pedagogical music publishing houses, organizations and competitions.

**Credits:** 1

**MUE 321: BRASS TECHNIQUES**

Acquisition of a basic working knowledge of all brass instruments. Includes methodology and materials for teaching. Offered in alternate years.

**Credits:** 1

**Prerequisites:**

MUT101.

**MUE 323: PERCUSSION TECHNIQUES**

Acquisition of a basic working knowledge of major percussion instruments. Includes methodology and materials for teaching. Offered in alternate years.

**Credits:** 1

**Prerequisites:**

MUT101.

**MUE 331: STRING TECHNIQUES**

Acquisition of a basic working knowledge of all string instruments includes methodology and materials for teaching. Offered in alternate years.

**Credits:** 1

**Prerequisites:**

MUT101.

**MUE 333: WOODWIND TECHNIQUES**

Acquisition of a working knowledge of all woodwind instruments. Includes methodology and materials for teaching. Offered in alternate years.

**Credits:** 1

**Prerequisites:**

MUT 101.

**MUE 341: VOCAL PEDAGOGY I**

The anatomy and physiology of the vocal instrument and application of that knowledge to teaching voice. Includes supervised teaching of beginning voice students.

**Credits:** 2

**Prerequisites:**

Permission of voice faculty.

**MUE 343: VOCAL PEDAGOGY II**

A continuation of the study of the anatomy and physiology of the vocal instrument and application of that knowledge to teaching voice. Includes supervised teaching of beginning voice students.

**Credits:** 2

**Prerequisites:**

MUE 341.

**MUE 351: FUNDAMENTALS OF CONDUCTING**

A study of the fundamental principles of instrumental and choral conducting. Concentration on score reading.

**Credits:** 2

**Prerequisites:**

MUT 203.

**MUE 353: INTERMEDIATE CONDUCTING: CHORAL TOPICS**

Intermediate choral conducting skills. Includes score reading and conducting of choral ensembles.

**Credits:** 2

**Prerequisites:**

MUE 351.

**MUE 363: INTERMEDIATE CONDUCTING: INSTRUMENTAL TOPICS**

Intermediate instrumental conducting skills. Includes score reading and conducting of instrumental ensembles.

**Credits:** 2

**Prerequisites:**

MUE 351.

**MUE 370: MUSIC FOR THE CHILD**

The fundamentals of music needed to meet South Carolina certification requirements for classroom teachers. Includes basic notation, methodology for teaching music to elementary students, and methodology for using music to teach other subjects.

**Credits:** 3

**Prerequisites:**

EDU 360 or permission of the instructor.

**MUE 421: INSTRUMENTAL METHODS**

Methods, materials and practicum for teaching instrumental music.

**Credits:** 3

**Prerequisites:**

MUT 203 and MUE 31.

**MUE 423: CHORAL METHODS**

Methods, materials and practicum for teaching choral music in grades K-12.

**Credits:** 3

**Prerequisites:**

MUT 203 and 311.

**MUE 450: INTERNSHIP IN MUSIC EDUCATION**

A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Music Education or Pedagogy. The course will serve as a music elective or a free elective in the student's degree program. Pass/fail grading.

**Credits:** 1-6

**Prerequisites:**

Declared music major; permission of the department.

**MUE 460: STUDENT TEACHING IN MUSIC**

Beginning in Fall 2017, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching. The student teaching of music in the public schools under the supervision of a music faculty member.

This course includes a weekly seminar and conferences with the supervising professor and the cooperating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification. Students must comply with all South Carolina State Department of Education requirements before student teaching. Those requirements may be obtained from advisors, program directors and education department personnel. The State Department website is <http://ed.sc.gov>. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone.

**Credits:** 12

**Prerequisites:**

Admission to the Teacher Education Program in Music Education; completion of all music and music education courses required for the degree: minimum GPA of 2.75; and permission of the department.

**MUE 470: DIRECTED INDEPENDENT STUDY**

Projects of independent study approved by the faculty and the Music Curriculum Committee.

**Credits:** 1-4

**Prerequisites:**

Approval of the Music Curriculum Committee.

**MUE 490: SENIOR RECITAL IN MUSIC EDUCATION**

Requirement for the Bachelor of Music degree in Music Education. Offered Fall Term. Pass/Fail grading.

**Credits:** 0

**Prerequisites:**

Successful completion of MUS 303 and concurrent enrollment in MUA 401.

**MUE 493: HONORS THESIS IN MUSIC EDUCATION**

An optional Senior Thesis for Education. The thesis topic must be approved in advance by the student's major professor and the Music Curriculum Committee.

**Credits:** 3

**Prerequisites:**

MUH 501.

## Music History and Literature

**MUH 100: CONCERT ATTENDANCE**

A minimum of 20 Fall Term, 20 Jan/Spring Term concert/recital/special music event attendances is required, selected from The Petrie School of Music Calendar of Events or outside events approved in advance by the instructor. Six terms (a minimum of 20 Fall Term, 20 Jan/Spring Term) must be passed in order to graduate. Required of all undergraduate music majors, all degrees. Pass/fail grading.

**Credits:** 0

**MUH 103: MUSIC HISTORY II**

A survey of the development of western music from 1400 to 1750. Required of all music majors.

**Credits:** 3

**Prerequisites:**

MUH 125 with a grade of C- or higher.

**MUH 110: MUSIC APPRECIATION**

An introduction to the music of Western Civilization through a study of its history and literature. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**Credits:** 3

**MUH 111: AMERICAN POPULAR MUSIC**

A survey of American popular music including folk, blues, jazz, rock and roll, and musical theatre. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**Credits:** 3

**MUH 112: FILM MUSIC**

A survey of the history, repertoire, and techniques of composing for motion pictures and television. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**Credits:** 3

**MUH 115: THE BEATLES**

A survey of the history and published body of work by The Beatles, 1957- 1970. Fulfills a GEP fine arts requirement for non- music majors.

**Credits:** 3

**MUH 125: FIRST YEAR SEMINAR**

First-Year Seminars constitutes a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course. For music majors the First Year Seminar will be Music History I: An Introduction to the study of music history, including terminology, acoustics and research skills. The course will also include the development of Western music from Antiquity through 1400.

**Credits:** 3

**MUH 201: MUSIC HISTORY III**

A survey of the development of Western music from 1750 to the 1900. Required of all music majors.

**Credits:** 3

**Prerequisites:**

MUH 103 with a grade of C- or higher.

**MUH 203: MUSIC HISTORY IV**

A survey of the development of Western music from 1900 to the present. Required of all music majors. Writing intensive.

**Credits:** 3

**Prerequisites:**

MUH 201 with a grade of C- or higher.

**MUH 210: SPECIAL TOPICS IN MUSIC**

Varying music topics focusing on subjects and experiences that are not part of the standard music curriculum but of general interest to a non-musician. Possible subjects include popular culture, a body of work or musical style, biographies of musicians, non-Western music, etc. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**Credits:** 3

**MUH 299H: INTERDISCIPLINARY HONORS COURSE**

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

**Credits:** 3

**MUH 331: MUSIC OF THE ROMANTIC ERA**

A topics seminar in Western music in the Nineteenth Century.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 332: DIVERSE CULTURES AND THEIR MUSIC**

An examination of the intersection of music and culture with special emphasis on musical styles other than western art music. Non-European/non-Anglophone.

**Credits:** 3



**MUH 333: MUSIC OF THE TWENTIETH CENTURY**

A topics seminar in Western music in the 20th Century. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 441: MUSIC OF THE MIDDLE AGES AND RENAISSANCE**

A topics seminar in Western music through 1600. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 443: MUSIC OF THE BAROQUE AND CLASSIC ERAS**

A topics seminar focusing on Western music from 1600 through 1800. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 450: INTERNSHIP IN MUSIC HISTORY**

A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Music History. The course will serve as a music elective or a free elective in the student's degree program. Pass/fail grading.

**Credits:** 1-6

**Prerequisites:**

Declared music major; permission of the department.

**MUH 451: SONG LITERATURE**

A survey of standard art song literature from the 16th Century to the present, with emphasis on both music and poetry. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 453: PIANO LITERATURE**

A survey of piano and harpsichord literature from the Baroque to the present. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 460: OPERA LITERATURE**

A survey of standard opera literature from the 17th century to the present. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 461: Introduction to Opera History**

An introduction to Opera History.

**Credits:** 2

**MUH 463: 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. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher.

**MUH 475: SEMINAR IN MUSICOLOGY**

An intensive seminar experience in a special topic.

**Credits:** 3

**Prerequisites:**

MUH 203 with a grade of C- or higher and MUT 203 with a grade of C- or higher or permission of Department.

**MUH 480: 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.

**MUH 485: SENIOR PROJECT**

The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

**Credits:** 0

**Prerequisites:**

Approval of the faculty.

**MUH 601: Bibliography**

Requires permission of instructor

**Credits:** 3

## Music Media

**MMD 301: 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. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

Permission of the instructor.

**MMD 303: 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 recording and live performance. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MMD 301.

**MMD 311: RECORDING AND SOUND REINFORCEMENT**

An introduction to specific technical and artistic elements of current multitrack sound recording and live sound reinforcement equipment. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

Permission of the instructor.

**MMD 450: MUSIC MEDIA INTERNSHIP**

An external, supervised internship with a business specializing in some area(s) of music media. Pass/fail grading.

**Credits:** 1-6

**Prerequisites:**

Permission of the department and approval of the Music Curriculum Committee.

**MMD 470: 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.

## Music Theory and Composition

**MUT 101: BASIC ELEMENTS OF MUSIC THEORY**

Introduction to the elements of music, including rudiments, diatonic harmony, and score reading. This course prepares the student for further music theory study. Required of all music majors.

**Credits:** 3

**Prerequisites:**

Music Theory Placement Test.

**MUT 103: PRINCIPLES OF HARMONY AND VOICE- LEADING**

The continuation of MUT 101. Study of the elements of music, including rudiments, diatonic and beginning chromatic harmony, and score reading. This course prepares the student for further music theory study. Required of all music majors.

**Credits:** 3

**Prerequisites:**

MUT 101 with a grade of C- or higher or passing appropriate exemption test.

**MUT 111: MUSICIANSHIP I**

Introduction to the practice of listening, as encountered through ear training, sight-singing, and conducting. This course prepares the student for further aural skills study. Required of all music majors.

**Credits:** 1

**Prerequisites:**

Music Theory Placement Test.

**MUT 113: MUSICIANSHIP II**

The continuation of MUT 111. Study of the practice of listening, as encountered through ear training, sight-singing, and conducting. This course prepares the student for further aural skills study. Required of all music majors.

**Credits:** 1

**Prerequisites:**

MUT 111 with a grade of C- or higher or passing appropriate exemption test.

**MUT 179: MUSIC COMPOSITION**

Weekly half-hour private lesson for non- composition majors desiring elective study in composition. This course serves as an opportunity for students to gain experience in the fundamental skills of composing, including work with melody, harmony, rhythm, form, and idiomatic vocal/ instrumental considerations. May be repeated for credit. Eight hour minimum weekly commitment, including a half-hour lesson, seminar experience, and composing.

**Credits:** 1

**Prerequisites:**

Permission of the composition faculty.

**MUT 180: MUSIC COMPOSITION**

Weekly one-hour private lesson. For non- composition majors desiring elective study in composition. This course serves as an opportunity for students to gain experience in the fundamental skills of composing, including work with melody, harmony, rhythm, form, and idiomatic vocal/ instrumental considerations. May be repeated for credit. Ten hour minimum weekly commitment, including a one-hour lesson, seminar experience, and composing.

**Credits:** 1

**Prerequisites:**

Permission of the composition faculty.

**MUT 181: MUSIC COMPOSITION**

For composition majors who successfully audition before their freshman year and students in the BMA program in Contemporary Music (Media Applications). Along with MUT 183, this course substitutes for MUT 353 in the composition degree program. Original, appropriately competent music must be completed by the end of 183 and performed if possible. Twelve-hour weekly commitment, including a half-hour lesson, seminar experience, and composing.

**Credits:** 1**Prerequisites:**

Submission of works and permission of the composition faculty.

**MUT 183: MUSIC COMPOSITION**

For composition majors and students in the BMA program in Contemporary Music (Media Applications). Along with MUT 181, this course substitutes for MUT 353 in the composition degree program. Original, appropriately competent music must be completed by the end of 183 and performed if possible. Twelve-hour weekly commitment, including a half-hour lesson, seminar experience, and composing.

**Credits:** 1**Prerequisites:**

MUT 181.

**MUT 201: CHROMATIC HARMONY**

The continuation of MUT 103. Study of the elements of music, including chromatic harmony, enharmonicism and score reading. This course prepares the student for further music theory study. Required of all music majors.

**Credits:** 3**Prerequisites:**

MUT 103 with a grade of C- or higher or passing appropriate exemption test.

**MUT 203: FORM AND ANALYSIS**

An introduction to the principal formal structures and processes of the 18th and 19th centuries. Western music, including binary and ternary, rondo, variations, fugue and sonata forms. Required of all music majors. Quantitative GEP requirement.

**Credits:** 3**Prerequisites:**

MUT 201 with a grade of C- or higher or passing appropriate exemption test.

**MUT 211: MUSICIANSHIP III**

The continuation of MUT 113. Study of the practice of listening, as encountered through ear training, sight-singing and conducting. This course prepares the student for further aural skills study. Required of all music majors.

**Credits:** 1**Prerequisites:**

MUT 113 with a grade of C- or higher or passing appropriate exemption test.

**MUT 213: MUSICIANSHIP IV**

The continuation of MUT 211. Study of the practice of listening, as encountered through ear training, sight-singing, and conducting. This course constitutes the culmination of the aural skills sequence. Required of all music majors.

**Credits:** 1**Prerequisites:**

MUT 211 with a grade of C- or higher or passing appropriate exemption test.

**MUT 281: MUSIC COMPOSITION**

For composition majors. Original, appropriately competent music must be completed by the end of MUT 283 and performed if possible. Fourteen-hour weekly commitment, including a half-hour lesson, seminar experience, and composing.

**Credits:** 1.5**Prerequisites:**

MUT 183 or MUT 353.

**MUT 283: MUSIC COMPOSITION**

For composition majors. Original, appropriately competent music must be completed by the end of MUT 283 and performed if possible. Fourteen-hour weekly commitment, including a half-hour lesson, seminar experience, and composing.

**Credits:** 1.5**Prerequisites:**

MUT 183 or MUT 353.

**MUT 291: COMPOSING WITH ELECTRONIC MEDIA**

Original, appropriately competent music, utilizing electronic media, must be completed. This music should also be performed, if possible. Weekly commitment including two half-hour lessons or one one-hour lesson, seminar experience, and composing.

**Credits:** 2**Prerequisites:**

MUT 180 and MMD 303, or permission of instructor.

**MUT 293: COMPOSING FOR FILM AND VIDEO GAMES**

Original, appropriately competent music must be completed and recorded, either as electronic realization(s) or utilizing live performers, where possible. Weekly commitment including two half-hour lessons or one one-hour lesson, seminar experience and composing.

**Credits:** 2**Prerequisites:**

MUT 183 and MUT 303 or permission of the instructor.

**MUT 353: INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION**

The basic concepts and procedures for creating original compositions and arrangements-written or improvised. This course serves as an introduction to the fundamental skills of composing and arranging, including work with melody, harmony, rhythm, simple forms, calligraphy ( including computer music notation) and basic arranging for acoustic, electric and vocal ensembles – large and small.

**Credits:** 3**Prerequisites:**

Permission of instructor.

**MUT 381: MUSIC COMPOSITION**

For composition majors. Public performances of original compositions are required for the completion of MUT 383 and entrance to MUT 481-483. Twenty-hour weekly commitment, including a one-hour lesson, seminar experience, and composing.

**Credits:** 2**Prerequisites:**

MUT 283.

**MUT 383: MUSIC COMPOSITION**

For composition majors. Public performances of original compositions are required for the completion of MUT 383 and entrance to MUT 481- 83. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

**Credits:** 2**Prerequisites:**

MUT 381.

**MUT 410: SENIOR RECITAL, MUSIC COMPOSITION**

Taken in the semester concurrent with MUT 483, the student will schedule and present a one-hour recital (including a ten- minute intermission) consisting entirely of original works. Must include at least one first performance of a work composed during the final year of study. Pass/fail grading.

**Credits:** 0**Prerequisites:**

Permission of faculty.

**MUT 433: COUNTERPOINT**

Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present. Offered in alternate years.

**Credits:** 3**Prerequisites:**

MUH 203 or permission of instructor.

**MUT 441: ORCHESTRATION**

Scoring for instrumental ensembles and full orchestra. Includes score analysis. Offered in alternate years.

**Credits:** 2**Prerequisites:**

MUH 203 and MUT 203.

**MUT 443: ADVANCED HARMONY AND 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. Offered in alternate years.

**Credits:** 3**Prerequisites:**

MUT 203 or permission of instructor.

**MUT 450: INTERNSHIP IN MUSIC THEORY OR COMPOSITION**

A supervised internship which provides music majors with the opportunity to explore an external area of interest related to music theory or composition. The course will serve as a music elective or a free elective in the student's degree program. Pass/fail grading.

**Credits:** 1-6**Prerequisites:**

Declared music major; permission of the department.

**MUT 453: ADVANCED ANALYSIS**

Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

**Credits:** 3**Prerequisites:**

MUH 203 and MUT 301 or permission of instructor.

**MUT 470: 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 475: SEMINAR IN MUSICOLOGY**

Theory emphasis.

**Credits:** 3

**MUT 481: MUSIC COMPOSITION**

For composition majors, culminating in MUT 410: Senior Recital. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

**Credits:** 3

**Prerequisites:**

MUT 383.

**MUT 483: MUSIC COMPOSITION**

For composition majors, culminating in MUT 410: Senior Recital. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

**Credits:** 3

**Prerequisites:**

MUT 481.

**MUT 485: SENIOR PROJECT**

The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

**Credits:** 0

**Prerequisites:**

Approval of the faculty.

## Music Therapy

**MTY 151: INTRODUCTION TO MUSIC THERAPY**

This course introduces the student to the field of music therapy including a description of professional practice, and history of the profession, and surveys music therapy applications with a variety of clinical populations. The course also presents the student with experiential learning opportunities that are critical to developing clinical/self-reflective skills in the profession.

**Credits:** 2

**Prerequisites:**

No prerequisite; open to non-majors.

**MTY 152: GUITAR CLASS I**

No prerequisite; open to non-majors if space is available. A course designed to address and expand upon guitar competencies delineated in the American Music Therapy Association Professional Competencies document.

Those competencies include:

1. Accompany self and ensembles proficiently.
2. Employ simple strumming and fingerpicking techniques.
3. Tune guitar using standard and other tunings (Open E, Drop D, Double Drop D)
4. Perform a basic repertoire of traditional, folk, and popular songs with or without printed music.
5. Harmonize and transpose simple compositions in several keys.

**Credits:** 1

**MTY 250: CLINICAL PROCESSES I**

This course is an introduction to the music therapy clinical process with cases that illustrate clinical competencies contained in the AMTA Professional Competencies document. Assessment, treatment planning, clinical observation, data collection, session design, evaluation and documentation will be covered. Case examples and video clips with diverse clients will serve as a driving force for this course, illustrating a client-centered approach to treatment. Students will be asked to reflect on their values, beliefs and attitudes toward client groups and begin to examine the relationship between self and therapist role.

**Credits:** 2

**MTY 251: CLINICAL PROCESSES II**

This course is an extension of learning about the music therapy clinical process with on-site observations that illustrate clinical competencies contained in the AMTA Professional Competencies document. Assessment, treatment planning, clinical observations, data collection, session design, evaluation and documentation will be reviewed as applicable to professional music therapy practice in different sites. Analysis and synthesis of these observations will serve as a primary focus for this course, illustrating a client-centered approach to treatment. Students will be asked to reflect on their personal values, beliefs and attitudes toward client groups and begin to examine the relationship between self and therapist role.

**Credits:** 1

**MTY 252: GUITAR CLASS II**

A continuation of the development of guitar competencies including finger-picking, blues styles, open tunings and development of more advanced clinical repertoire.

**Credits:** 1

**Prerequisites:**

MTY 152 or permission of instructor; open to non-majors if space is available.

**MTY 253: MUSIC THERAPY METHODS AND MATERIALS**

Develop theoretical and applied competencies necessary for the implementation of therapeutic/recreational music interventions to prepare for the practicum experiences in community facilities. One major emphasis of this course is directed towards the student's initial development of applied skills through exercises requiring the presentation of specific musical competencies. Course objectives relate to the rationale, planning, development and implementation of therapeutic musical activities and interventions for individuals with physical disabilities. The Functional Music Skills Examination I is administered after this course is completed.

**Credits:** 2

**MTY 254: MUSIC THERAPY ENSEMBLE**

This course was designed to 1) increase competencies in performance skills, specifically in the areas of accompanying, solo work, arranging and group performance and to enhance the acquisition of selected functional music skills considered essential to the practicing music therapist; 2) to develop a personal performance style; 3) to increase leadership skills through planning and implementing performances, and 4) to create public awareness of the music therapy profession.

**Credits:** 1

**Prerequisites:**

MTY 253 or by permission of the instructor.

**MTY 261: PIANO APPLICATIONS IN MUSIC THERAPY**

The focus of these weekly lessons will consist of addressing AMTA piano competencies expected of the practicing music therapist. These lessons do not prepare the student for jury/recital requirements in piano. They do prepare the student for the piano requirement of the Level I and Level II Functional Music Examinations, a graduation requirement for the Music Therapy degree. Course content adheres to the keyboard requirements articulated in the AMTA Professional Competencies, 4.1-4.5.

**Credits:** 1

**Prerequisites:**

MUA 101-103, MUA 201-203.

**MTY 341: PSYCHOLOGY OF MUSIC**

This course surveys the research literature and principles of the psychological foundations of music behavior including psychoacoustics, music perception, affective and physiological responses to music, music learning and measurement. Class evaluations will be based on reviews of journal articles, oral presentations, and chapter tests.

**Credits:** 3

**Prerequisites:**

Basic Statistics recommended; open to non-majors.

**MTY 351: MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS**

This course will cover approaches to music therapy with children with developmental disabilities including autism, mental handicaps and learning disabilities. Clinical approaches congruent with those encountered in a special education setting will be the focus of this class, including music therapy assessment and treatment planning as part of the Individualized Education Plan (IEP), applied behavioral analysis and behavior modification techniques as well as data gathering and documentation. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

MTY 253 or by permission of the instructor.

**MTY 353: RESEARCH IN MUSIC THERAPY**

This course is designed to address competencies in music therapy research as defined in the AMTA Professional Competencies document (24.1-24.5). Student enrolled in this course will 1) become familiar with the purpose and methodology of historical, quantitative, and qualitative research, 2) develop the ability to analyze and critique both qualitative and quantitative research; 3) develop specific techniques in the qualitative and quantitative study of music and non-musical behaviors; 4) continue to develop scholarly writing skills; 5) apply selected research findings to clinical practice. Offered in alternate years.

**Credits:** 2

**Prerequisites:**

MTY 351 or permission of the instructor.

**MTY 381: MUSIC THERAPY PRACTICUM**

The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music Therapist.

**Credits:** 2

**Prerequisites:**

MTY 253 and passing the Functional Music Examination I.

**MTY 383: MUSIC THERAPY PRACTICUM**

The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music Therapist.

**Credits:** 2

**Prerequisites:**

MTY 253 and passing the Functional Music Examination I.

**MTY 451: MUSIC THERAPY WITH ADULT POPULATIONS**

This senior level music therapy course is designed to develop AMTA professional competencies in exceptionality (B.11.) relevant to working with adults with psychiatric diagnoses. The course also addresses the relationship between developmental/psychological theories and music therapy practice. Ethical issues, assessment, devising appropriate treatment strategies with age appropriate methods and materials with adults and older adults will also be covered. Self-monitored peer groups will enhance self-reflection and completion of experiential assignments complementing lectures by the instructor.

**Credits:** 3

**Prerequisites:**

MTY 353, MTY 383 or permission of the instructor.

**MTY 453: CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY**

This is the pre-internship capstone music therapy course, leading to acceptance to the six-month internship. In addition to lectures and peer group assignments, individualized sessions will be arranged with the instructor to assist in internship placement, and to develop the intern contract and Individualized Training Plan in cooperation with the internship supervisor. Self-monitored peer groups will continue from MTY 451, (or groups facilitated by a Board Certified Music Therapist not affiliated with the College) with assignments complementing lectures by the instructor.

**Credits:** 3

**Prerequisites:**

MTY 451 or permission of the instructor.

**MTY 470: DIRECTED  
INDEPENDENT STUDY**

Projects of independent study approved by the faculty and the Music Curriculum Committee.

**Credits:** 1-4

**Prerequisites:**

Approval of the Music Curriculum Committee.

**MTY 481: MUSIC THERAPY  
PRACTICUM**

The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music Therapist.

**Credits:** 2

**Prerequisites:**

MTY 253 and passing the Functional Music Examination I.

**MTY 483: MUSIC THERAPY  
PRACTICUM**

The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music Therapist.

**Credits:** 2

**Prerequisites:**

MTY 253 and passing the Functional Music Examination I.

**MTY 484: MUSIC THERAPY  
INTERNSHIP**

The music therapy clinical internship is considered the capstone course for music therapy majors and is the culmination of the professional degree program in music therapy. The course constitutes a six-month (900 hours or the equivalent) resident internship at a clinical site approved by the American Music Therapy Association. Prerequisites for the internship include successful completion of all other curriculum requirements for the music therapy degree, including the Functional Skills Examinations I, II. Learning is achieved on-site under the collaborative supervision of a Board Certified Music Therapist and the Director of the Music Therapy Program at Converse College. Pass/fail grading.

**Credits:** 3

**Prerequisites:**

Completion of all Music Therapy coursework, passing the Functional Music Skills Examination.



**MTY 493: HONORS THESIS IN MUSIC THERAPY**

This course is an elective senior thesis for music therapy majors who wish to pursue Honors in Music Therapy. The Senior Honors Thesis in Music Therapy demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, and to write in a technical style consistent with submission requirements to a professional music journal.

**Credits: 3****Prerequisites:**

Admission into the Nisbet or Music Honors Program. Minimal GPA of 3.0. Permission of the student's major professor, approval of the Curriculum Committee of the Petrie School of Music; other prerequisites as outlined in the Nisbet Honors Guidelines.

## Nisbet Honors Program

**199H: FRESHMAN HONORS SEMINAR**

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

**299H: INTERDISCIPLINARY HONORS COURSE**

This course is team-taught by faculty members in two departments and is open to Nisbet Honors Program participants and, when space is available, to others who meet Honors Program guidelines.

**HON 399H: JUNIOR HONORS SEMINAR**

Open to upperclassmen, with priority given to juniors and seniors. Topics may include the value and meaning of a liberal arts education, national scholarship competitions, applying to graduate school, balancing relationships and work, independent research, and the idea of vocation. Offered twice a year. Pass/fail grading.

**Credits: 1****HON 400H: HONORS THESIS**

For qualified seniors whose proposals have been accepted by their department(s). Independent research, performance, or creative work under the direction of a faculty member. May be repeated.

**Credits: 3**

## Performance Studies

**MUA 100: Performance Studies****Credits: 4****MUA 101: PIANO CLASS I**

An introduction to the rudiments of piano playing.

**Credits: 1****MUA 102: PIANO CLASS II**

A continuation of MUA 101.

**Credits: 0.5****Prerequisites:**

MUA 101 with a grade of C- or higher.

**MUA 103: PIANO CLASS III**

A continuation of MUA 102.

**Credits: 1****Prerequisites:**

MUA 102 with a grade of C- or higher.

**MUA 111: VOICE CLASS I**

An elementary study of vocal production and repertoire.

**Credits: 1****MUA 113: VOICE CLASS II**

A continuation of MUA 111, using more advanced repertoire and developing technical skills.

**Credits: 1****Prerequisites:**

MUA 111 with a grade of C- or higher.

**MUA 200: Performance Studies****Credits: 4****MUA 201: PIANO CLASS IV**

A continuation of MUA 103.

**Credits: 1****Prerequisites:**

MUA 103 with a grade of C- or higher.

**MUA 202: PIANO CLASS V**

A continuation of MUA 201.

**Credits: 0.5****Prerequisites:**

MUA 201 with a grade of C- or higher.

**MUA 203: PIANO CLASS VI**

A continuation of MUA 202. Successful completion of MUA 203 satisfies the piano proficiency requirement for music degrees.

**Credits: 1****Prerequisites:**

MUA 202 with a grade of C- or higher.

**MUA 211: VOICE CLASS III**

A continued study of vocal production, technical skills, and repertoire using more advanced methods and materials.

**Credits:** 1

**Prerequisites:**

MUA 113 with a grade of C- or higher.

**MUA 213: VOICE CLASS IV**

A continuation of MUA 211. Successful completion of MUA 213. Satisfies the voice proficiency requirement for music degrees.

**Credits:** 1

**Prerequisites:**

MUA 211 with a grade of C- or higher.

**MUA 221: INTRODUCTION TO ITALIAN AND ENGLISH DICTION**

The study and performance of lyric Italian and English diction for the stage and concert platform. Designed to identify the techniques of enunciation and projection. Students learn to use the International Phonetic Alphabet as a means toward affecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.

**Credits:** 2

**MUA 223: INTRODUCTION TO FRENCH AND GERMAN DICTION**

The study and performance of lyric German and French diction for the stage and concert platform. Designed to identify the techniques of enunciation and projection. Students learn to use the International Phonetic Alphabet as a means toward affecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.

**Credits:** 2

**MUA 300: Performance Studies**

**Credits:** 4

**MUA 375: 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). May be repeated for credit.

**Credits:** 1

**Prerequisites:**

MUA 203.

**MUA 390: JUNIOR RECITAL**

Pass/fail grading.

**Credits:** 0

**Prerequisites:**

Approval of the faculty.

**MUA 400: Performance Studies**

**Credits:** 2

**MUA 401: OPERA WORKSHOP I**

Includes character analysis, role analysis, role preparation and stage management.

**Credits:** 1

**Prerequisites:**

Declared music major or permission of instructor.

**MUA 403: OPERA WORKSHOP II**

Includes audition techniques, preparation of audition packets, stage makeup and further stage movement techniques.

**Credits:** 1

**Prerequisites:**

MUA 401 or permission of instructor.

**MUA 450: INTERNSHIP IN PERFORMANCE**

A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Performance Studies. The course will serve as a music elective or a free elective in the student's degree program. Pass/fail grading.

**Credits:** 1-6

**Prerequisites:**

Declared music major; permission of the department.

**MUA 470: 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.

**MUA 475: 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 a performance.

**Credits:** 1

**Prerequisites:**

MUA 390 or permission of instructor.

**MUA 476: 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 and online professional platforms.

**Credits:** 1

**Prerequisites:**

MUA 475 or permission of instructor.

**MUA 485: SENIOR PROJECT**

The project consists of a recital, lecture-recital or capstone. A \$50 scheduling fee is required for both the recital and lecture-recital.

**Credits:** 0

**Prerequisites:**

Approval of the faculty.

**MUA 490: SENIOR RECITAL**

A \$50 scheduling fee is required in this course. Pass/fail grading.

**Credits:** 0

**Prerequisites:**

Approval of the faculty.

**MUA 493: HONORS PROGRAM**

For music performance majors only. Program includes senior recital, a second full recital in the major performance area, independent written project, and an ensemble.

**Credits:** 6

**Prerequisites:**

Approval of the Music Curriculum Committee.

## Philosophy

- KEVIN DeLAPP, philosophy program coordinator
- JEFFREY H. BARKER

The study of philosophy involves conceptual analysis of

the fundamental nature of reality, values, and knowledge. Students are challenged to reflect upon broad questions of human identity, meaning, and moral responsibility. Intercultural and historical perspectives are given particular attention, and student research is emphasized.

The program features courses in logic and critical thinking, ethics and other value-based inquiries as well as the exploration of different worldviews that have shaped societies throughout history and across the globe. Thus, studying philosophy is by nature interdisciplinary and complements the study of other areas in the humanities, arts, and sciences. For this reason, the program features many different courses that explore the theoretical underpinnings of other disciplines, such as the philosophy of art, the philosophy of math, the philosophy of education, and the philosophy of religion.

The General Education Program listed below is a requirement for all degrees.

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

Graduation requirements but not a separate course:

- First Year Seminar

- Writing Intensive course
- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

**MTH 299H/PHI 299H : Numbers, Infinity, and Reality**

This course examines the philosophical foundations of mathematics. Specific questions to be explored include: What kinds of things are numbers? How does math relate to science? What does it mean to “prove” a mathematical statement? Are mathematical axioms—such as the parallel postulate in geometry or the axiom of choice in set theory—responses to features of independent reality or are they subjective constructions we foist upon the world? What happens when we broaden our view to include infinite collections of mathematical objects? What does it mean to say of a mathematical proof that it is aesthetically elegant? Is math truly a “universal language” historically and cross-culturally? And what assumptions about the nature and value of math are operative in debates concerning the place of math in school curricula or how math is to be taught?

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

**Credits:** 3

**PHI 100: INTRODUCTION TO LOGIC**

A study of the fundamental principles of correct reasoning directed toward improving reading, writing, speaking, listening and thinking. Students learn to recognize, analyze, evaluate, construct and refute arguments. Attention is given to both informal modes of reasoning as well as the basics of formal and symbolic systems. Quantitative GEP requirement.

**Credits: 3**

**PHI 125: FIRST YEAR SEMINAR**

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

**Credits: 3**

**PHI 150T: PHILOSOPHY STUDY TRAVEL**

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

**Credits: 4**

**PHI 180: PROBLEMS OF PHILOSOPHY**

This course introduces students to particular debates, issues, and methodologies in philosophy, such as the nature of knowledge, the relationship between the mind and the body, personal identity, free will human nature, or the principles of ethical responsibility and action.

**Credits: 3**

**PHI 199H: FRESHMAN HONORS SEMINAR**

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

**Credits: 3**

**PHI 200: PHILOSOPHICAL ETHICS**

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

**Credits: 3**

**PHI 205: BIOMEDICAL ETHICS**

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

**Credits: 3**

**PHI 210: BUSINESS ETHICS**

This course covers many of the ethical and legal issues facing business people today. Particular attention is given to the following topics: the relationship between the traditional property and profit concerns of business and one's ethical rights and responsibilities; the relationship between ethics, business, and law; and the social purpose and justification of business, if any. Readings will look at traditional debates and current issues and will feature a variety of contemporary case studies.

**Credits: 3****PHI 212: ENVIRONMENTAL PHILOSOPHY**

This course examines issues pertaining to the animal and natural worlds, and how humans relate to them. Specific topics addressed may include the treatment of animals, conservation and preservation, the metaphysical status of ecologies and species, cross-cultural and indigenous perspectives on environmentalism, and philosophical questions pertaining to climate change, population, and future generations.

**Credits: 3****PHI 215: 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****PHI 220: EARLY MODERN PHILOSOPHY**

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

**Credits: 3****PHI 230: GERMAN INTELLECTUAL HISTORY**

This interdisciplinary seminar investigates some of the key intellectual discussions surrounding critique, praxis and emancipation in the German-speaking world since the Enlightenment. Focusing on short theoretical texts from Kant to Habermas, the course explores prominent issues in aesthetics, philosophy, and politics as well as the narrative and rhetorical strategies of knowledge production. This course also provides a general outline of the major developments in German cultural history during this period as well as the continued relevance of these texts in the new millennium. This course counts as one of the history of philosophy requirements for the major.

**Credits: 3****PHI 265: CHINESE THOUGHT**

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

**Credits: 3****PHI 299H: INTERDISCIPLINARY HONORS COURSE**

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

**PHI 300: METAPHYSICS**

Metaphysics refers to the study of the nature of existence and reality. Specific topics that may be addressed include, but are not limited to, the relationship between mind and body, the persistence of the self throughout time, the nature of change and causation, the existence of supernatural entities, the meaning of "truth", and the distinction between facts and values.

**Credits: 3**

**PHI 305: GENDER AND SEXUAL IDENTITY**

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

**Credits:** 3**PHI 315: AESTHETICS**

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

**Credits:** 3**PHI 320: PHILOSOPHY AND LAW**

This course will explore the philosophical underpinnings of law and cultivate an informed and critical attitude toward the theories and expressions of law. Readings from a variety of historical, philosophical, legal and literary sources will look at the nature of law, liberty, liability and responsibility, crime and punishment, insanity and excuse in the law, as well as attempts to use law to limit liberty and enforce morality. This course will satisfy the "values" requirement for the philosophy major.

**Credits:** 3**PHI 325: ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL PHILOSOPHY**

A survey of the major works in the Western tradition of political thought from Plato to Machiavelli. Cross-listed with POL 310.

**Credits:** 3**PHI 330: MODERN POLITICAL PHILOSOPHY**

A survey of the major works in the Western tradition of political thought from Hobbes to Marx. Cross-listed with POL 312.

**Credits:** 3**PHI 340 : Special Topics in Philosophy**

Study of a specific topic or area in philosophy. Recent special topics offerings have included such courses as philosophy of technology, philosophy and children, cross-cultural philosophy, philosophy and mythology, and philosophy of monsters. May be repeated for credit if topic changes.

**Major, Minor, Elective, GEP credit.****Credits:** 3**PHI 341: ADVANCED ETHICS**

Intensive study of a topic or an area in moral philosophy such as comparative ethics, virtue ethics, moral psychology, or metaethics. May be repeated for credit if topic changes.

**Credits:** 3**Prerequisites:**

PHI 200 or permission of instructor.

**PHI 342: PHILOSOPHY OF RELIGION**

A study of philosophical problems relevant to religious belief. Topics to be considered may include proofs for the existence of God, the problem of evil, miracles, the nature of religious belief, the relation of religion and morality, and the nature of God. Cross-listed with REL 342.

**Credits:** 3**PHI 350: Philosophy and Film**

This course uses the medium of film to raise, explore, and challenge philosophical questions, positions, and assumptions. Particular philosophical topics and films may vary. The course may also include philosophical analysis of the nature and aesthetics of film as a genre.

**Credits:** 3**PHI 360: PHILOSOPHY OF EDUCATION**

This course will survey a range of classical and contemporary philosophers who have developed philosophical concepts for educational programs and practices. Philosophers include Socrates, Plato, Aristotle, Rousseau, Herbart, Dewey, McPeck, Kohlberg and others while topics include Analytical Philosophy, Critical Thinking, Epistemology and Moral Education.

**Credits:** 3

**PHI 400: SENIOR CAPSTONE**

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

**Credits: 3****PHI 401: STUDIES IN HUMANITIES: PHILOSOPHY**

Exploration of philosophical and humanistic issues as they relate to the modern world. May be taken more than once with the approval of the instructor.

**Credits: 3****PHI 491: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

Intensive study of a topic of the student's choice under the direction of a faculty member whose course or courses are listed in the philosophy curriculum.

**Credits: 3****PHI 495: INTERNSHIP IN PHILOSOPHY**

Exposure to duties and responsibilities of academic philosophers. Assignments may include creation of a philosophy graduate school application, exploration of the nature and industry of philosophy publication, assisting teaching and grading, and/or the preparation of introductory philosophy lectures. Pass/fail grading.

**Prerequisites:** permission of department.**PHI 497: HONORS IN PHILOSOPHY**

This course is for qualified students pursuing honors in philosophy. (You do not have to be in the Nisbet Honors Program to pursue this.) Students perform independent research and write a thesis under the direction of a philosophy faculty supervisor.

**Credits: 3****Prerequisites:** at least 15 hours of major coursework, senior class standing, and approval by the Philosophy program coordinator and instructor.

## Physics

## Department of Biology, Chemistry, and Physics

- WILLIAM CASE, chair
- DOUGLAS P. JENSEN, associate chair
- MAHDOKHT BEHRAVAN
- H. NEVAL ERTURK
- JENNIFER HAWK
- EDNA STEELE
- SHARON STRICKLAND
- ABREEOTTA WILLIAMS

## Mission

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific principles. The curricula are designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

## Degrees and Programs Offered

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification; students interested in this certification should discuss this with their advisors and the Department of Education as early as possible, as secondary certification requirements may not be identical to major requirements.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students with majors in the Department of Biology, Chemistry, and Physics participate in pre-health curricula, which are described in the Career and Pre-Professional Programs section

of this catalog. These programs are not part of the majors, and the majors are not required for them.

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course. Capstone experience.
- For more information see the [GEP requirements](#) in this catalog.

#### **PHY 117: STUDY TRAVEL PROGRAM**

Special program offering the student an opportunity to learn about applications of physics in the U.S. and in foreign countries. The student will incur additional costs.

**Credits:** 3-4

**Prerequisites:**

None.

#### **PHY 125: FIRST-YEAR SEMINAR**

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

**Credits:** 3

#### **PHY 140: CONCEPTS OF PHYSICS**

A survey of some of the major concepts in physics. Designed for the non-scientist with limited background in mathematics. Lectures and laboratory. Lab fee.

**Credits:** 4

#### **PHY 153: ASTRONOMY OF ANCIENT CULTURES**

Students will explore the astronomy and cosmology of different cultures including those of Australian aborigines, Costa Rican indigenous tribes, Maya, Inca and the Egyptians.

They will learn the fundamentals of naked eye astronomy and the methods used to learn about ancient astronomy.

**Credits:** 4

#### **PHY 160: Basic Physics of Electronics**

A course based on the basic concepts of physics with application to electronic devices. This course includes lectures directed to the function and operation of electronic devices, concentrating on electric charge and electrostatic force, materials structures and their electronic properties, electromagnetics, and circuit elements. Designed for the non-science majors with limited background in mathematics. Lectures.

**Credits:** 3

#### **PHY 241: ELEMENTS OF PHYSICS I**

A course of mechanics, properties of matter, heat, and sound. Lectures and laboratory. Lab fee. Offered yearly.

Quantitative GEP requirement.

**Credits:** 4

#### **PHY 242: ELEMENTS OF PHYSICS II**

Study of light, static and current electricity, magnetism, and modern physics. Lectures and laboratory. Lab fee.

Offered yearly. Quantitative GEP requirement.

**Credits:** 4

**Prerequisites:**

PHY 241.

#### **PHY 251: ESSENTIALS OF PHYSICS I**

This course studies mechanics, heat, and waves using calculus to derive relationships and find solutions to problems. It is required for all physics minors. Lectures and laboratory. Lab fee. Offered yearly.

Quantitative GEP requirement

**Credits:** 4

**Prerequisites:**

MTH 120.

**Co-Requisites:**

MTH 120.



### **PHY 252: ESSENTIALS OF PHYSICS II**

This course is a continuation of PHY 251 and studies light, electricity, and magnetism using calculus. It is required for all physics minors. Lectures and laboratory. Lab fee. Offered yearly. Quantitative GEP requirement.

**Credits:** 4

**Prerequisites:**  
MTH 120.

### **PHY 280: SPECIAL PROBLEMS**

Study in the area of a student's special interest. Offered on demand. Quantitative GEP requirement depending on topic.

**Credits:** 1-3

### **PHY 299H: INTERDISCIPLINARY HONORS COURSE**

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

### **PHY 310: LABORATORY IN MODERN PHYSICS**

An advanced laboratory taken in conjunction with PHY 331 and 332. Offered on demand. Quantitative GEP requirement.

**Credits:** 1

### **PHY 331: MODERN PHYSICS I**

A study of relativity and quantum theory with applications in atomic physics. Offered on demand. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**  
PHY 242 or 252, MTH

### **PHY 332: MODERN PHYSICS II**

A study of nuclear structure and interaction. Lectures and laboratory. Lab fee. Offered on demand. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**  
PHY 331, MTH 120.

### **PHY 404 : Special Topics in Physics**

This course introduces physics concepts and the applications in medical technology and imaging such as waves and sound, ultrasonic waves, electricity, electrical technology, the nature of light, optics, fiber optics, microscopes, spectroscopy, X-rays, nuclear physics, and radiation.

#### **Elective credit.**

**Credits:** 3-4

**Prerequisites:**  
PHY 241  
Prerequisite PHY 241, its equivalent, or permission of the instructor.

### **PHY 411: SEMINAR**

A study of various topics in physics. Offered on demand. Quantitative GEP requirement

**Credits:** 1

**Prerequisites:**  
PHY 242 or 252.

### **PHY 412: SEMINAR**

A study of various topics in physics. Offered on demand. Quantitative GEP requirement

**Credits:** 1

**Prerequisites:**  
PHY 242 or 252.

### **PHY 431: ANALYTICAL MECHANICS**

Study of statics and dynamics of particles and rigid bodies. Harmonic oscillations. Offered on demand. Quantitative GEP requirement.

**Credits:** 3

**Prerequisites:**  
PHY 242 or 252, MTH 120.

## Politics

- JOE P. DUNN, chair
- ANGELA E. ELDER
- JEFFREY POELVOORDE
- JOHN M. THEILMANN
- EDWARD C. WOODFIN

### Department Mission Statement

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

### Politics

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

### Student Learning Outcomes for Politics Majors

Because no common core of specific content knowledge is expected, each student through the individual course curriculum that she selects will pursue a somewhat different path. However, whatever the mix of specific study in the various areas and subfields of political science that she follows, she will develop the liberal arts skills designated in the department mission statement. We trust that each student enhances her capabilities in the learning outcomes as she gains experience through completion

of individual courses. The department's assessment of the fulfillment of the learning outcomes resides in the Senior Capstone Seminar in which each student is expected to validate that she can:

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

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

**HST/POL 455H: American Foreign Policy**

A study of the institutions and functioning of foreign policy/national security decision-making as well as selected topics of the Cold War and contemporary events. Cross-listed with POL 455H. Offered on demand. Writing Intensive. Non-European/non-Anglophone.

**Credits: 3**

**POL 101: INTRODUCTION TO AMERICAN GOVERNMENT**

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

**Credits: 3**

**POL 101 : Introduction to American Government**

This course provides an introduction to the American system of government: its workings, design, problems, fundamental principles, and the way of life it encourages.

**Credits: 4**

**POL 102: INTRODUCTION TO INTERNATIONAL RELATIONS**

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

**Credits: 3**

**POL 125: FIRST YEAR SEMINAR IN POLITICS**

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

**Credits: 3**

**POL 199: FRESHMAN HONORS SEMINAR**

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

**Credits: 3**

**POL 220: SPECIAL TOPICS IN POLITICS**

Special topics in politics at the introductory level.

**Credits: 3**

**POL 299H: INTERDISCIPLINARY HONORS COURSE**

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

**POL 300: SCRIPTURE AND POLITICS**

An examination of the foundational texts of Western Revelation that undergird the political vision of Western humanity: the Hebrew Bible/Old Testament, the New Testament and the Qur'an. Interfaith Studies.

**Credits: 3**

**POL 301: 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.

**Credits: 3**

**POL 303: SOCIAL STATISTICS**

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

**Credits: 4**

**POL 308: SPECIAL STUDIES IN THE POLITICAL PROCESS**

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. Writing Intensive.

**Credits: 3**

**POL 310: ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL THEORY**

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

**Credits: 3**

**POL 311: THE AMERICAN PRESIDENCY**

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

**Credits: 3**

**POL 312: EARLY MODERN AND MODERN POLITICAL THEORY**

A survey of the major works in the Western tradition of political thought from Hobbes to Marx. Offered alternate year, normally in Fall Term.

**Credits: 3**

**POL 316: AMERICAN POLITICAL THOUGHT**

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

**Credits: 3**

**POL 317: 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**

**POL 333: SOUTHERN POLITICS**

An examination of the role the South plays in American political development, i.e. how southern political developments influence national politics and how national politics affects the South.

**Credits: 3**

**POL 335: CONSTITUTIONAL LAW**

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

**Credits: 3**

**Prerequisites:**

POL 101.

**POL 350: ELECTIONS AND POLITICAL PARTIES**

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

**Credits: 3**

**POL 375: 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. Cross-listed with HST 375. Writing Intensive. Non-European/non-Anglophone.  
**Credits: 3**

**POL 402: WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES**

A readings course on women's lives in various non-Western traditional cultures. Cross-listed with HST 402. Non-European/non-Anglophone. GEP Humanities/Women's Studies. Writing Intensive.  
**Credits: 3**

**POL 405: 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. Offered on demand. Non-European/non-Anglophone.  
**Credits: 3**

**POL 405 : Politics of Climate Change**

To be offered in Spring 2021.

**Major, GEP credit, environmental studies credit.**  
**Credits: 3**

**POL 409H/HST 409H: Political Violence in Film**

This is a course on political violence and genocide in the 20th century as depicted in film. This course focuses on very disturbing material, including institutional, personal, sexual, and other forms of violence.

Obviously, it is not for those who cannot handle this excessive violence.

**Credits: 4**

**POL 415: SELECTED TOPICS IN POLITICAL THOUGHT**

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

**Credits: 3**

**POL 420: 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 441: RECENT UNITED STATES, 1945 TO THE PRESENT**

A study of the US from the end of World War II to the present. Cross-listed with HST 441. Writing Intensive.

**Credits: 3**

**POL 442: THE CIVIL RIGHTS ERA**

A study of the black civil rights movement from the early 1950s through the 1970s and beyond. Cross-listed with HST 442.

**Credits: 3**

**POL 448: PUBLIC ADMINISTRATION**

A study of the various aspects of public administration, i.e. organizational theory, personnel policy, public finance and budgeting, policy analysis, and selected other topics such as ethics or administrative law. Offered on demand.

**Credits: 3**

**POL 455: 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. Cross-listed with HST 455.

Writing Intensive. Non-European/non-Anglophone.

**Credits: 3**

**POL 465: COMPARATIVE GOVERNMENT AND POLITICS**

A comparative political analysis of ideologies, systems, institutions, politics, and current affairs of selected western and non-western nations. Writing Intensive and Non-European/non-Anglophone.

**Credits: 3**

**POL 470: 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. Cross-listed with HST 470 and REL 470.

Writing Intensive. Non-European/non-Anglophone.

**Credits: 3**

**POL 480: SENIOR SEMINAR**

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

**Credits:** 3

**POL 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

An independent course of study on selected topics. Offered on demand.

**Credits:** 1-6

**Prerequisites:**

Permission of instructor.

**POL 491: MODEL UNITED NATIONS**

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

**POL 492: MODEL ARAB LEAGUE**

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

**Credits:** 1-3

**POL 493: MODEL NATO**

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

**POL 494: THE CONGRESSIONAL INTERNSHIP**

A program of work in the office of a US Senator or Representative. Interested students should see the instructor early in the Fall Term. Pass/fail grading.

**Prerequisites:**

POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 GPA; consent of instructor.

**POL 495: STATE LEGISLATIVE INTERNSHIP**

A program of work in the office of a state legislator. Interested students should see the instructor early in the Fall Term. Offered Jan Term. Pass/fail grading.

**Prerequisites:**

POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 GPA; consent of instructor.

**POL 496: PUBLIC ADMINISTRATION AND PUBLIC POLICY INTERNSHIP**

Work in a public agency or in a private organization with an interest in public policy. Interested students should see the instructor early in the fall term to arrange proper placement. Offered Jan Term. Pass/fail grading.

**Prerequisites:**

POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; one other relevant course as approved by the instructor; 2.5 GPA; consent of instructor.

**POL 498: COURT AND LAW OFFICE INTERNSHIP**

A program of work in a local law office. Interested students should see the instructor early in the fall term to arrange proper placement. Offered Jan Term. Pass/fail grading.

**Prerequisites:**

POL 101 completed with a B- or better, OR POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 GPA; consent of instructor or recommendation of a pre-law adviser.

## Private Lessons

Two categories of private instruction are available:

1. Performance Studies numbers (to satisfy degree requirements for music majors):
  - PL 101
  - PL 201
  - PL 203
  - PL 301
  - PL 401
  - PL 002
2. Elective Performance Studies (requires approval of the appropriate performance area faculty). Open to all Converse students. Enrollments are limited by available resources. Students should check with the Petrie School of Music prior to registering for elective courses.
  - PL 111
  - PL 113
  - PL 121
  - PL 123
    - NOTE: Elective performance studies are not offered in Jan. Term.

**PL 002: Elective Performance Studies**

Open to all Converse students. Enrollments are limited by available resources. Students should check with the Petrie School of Music prior to registering for elective courses.

**Prerequisites:**

requires approval of the appropriate performance area faculty

**PL 101: PRIVATE LESSONS**

Fall Term with weekly one-hour lessons. One credit. Jan Term with weekly one-hour lessons. Two\* or three credits. Spring Term with weekly one-hour lessons.

**Credits:** 2-3

**PL 111: PRIVATE LESSONS**

Fall Term weekly half-hour lessons

**Credits:** 1

**PL 113: PRIVATE LESSONS**

Spring Term weekly half-hour lessons.

**Credits:** 1

**PL 121: PRIVATE LESSONS**

Fall Term weekly one-hour lessons.

**Credits:** 1

**PL 123: PRIVATE LESSONS**

Spring Term weekly one-hour lessons.

**Credits:** 1

**PL 203: PRIVATE LESSONS**

Spring Term with weekly one-hour lessons. Culminates with full faculty jury for students intending to present a recital.

**Credits:** 2-3

**PL 301: PRIVATE LESSONS**

Fall Term with weekly one-hour lessons. One credit. Jan Term with weekly one-hour lessons. Two\* or three credits. Spring Term with weekly one-hour lessons.

**Credits:** 2-3

**PL 401: PRIVATE LESSONS**

Fall Term with weekly one-hour lessons. One credit. Jan Term with weekly one-hour lessons. Two\* or three credits. Spring Term with weekly one-hour lessons. for music students with a major other than performance.

**Credits:** 2-3

## Psychology

- RICHARD KEEN, chair
- JANET R. LEFRANCIS
- MARIE LePAGE
- SHANNON MARTIN
- MONICA McCOY
- MARGARET MOORE
- CHRISTOPHER VARNON

### Mission

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

### Student Learning

#### Outcomes:

1. Students will analyze and evaluate the procedures of experimental design and statistical analysis.
2. Students will be able to summarize the history of the discipline.
3. Students will be able to apply the principles of operant and respondent conditioning to animal and human behavior.

4. Students will be able to apply the major theories in psychology to identify normal | and abnormal behavior.
5. Students will write effectively in APA (American Psychological Association) style.

Students planning to major in psychology should declare the major by late in the spring of the sophomore year. The major is a two-year program of study involving prerequisites among several of the core courses. Majors are expected to stand the Area Concentration Achievement Tests in Psychology in the spring of the senior year. This is done as part of the College assessment program. The fee for the test is paid by the College.

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

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

Graduation requirements but not a separate course:

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

- For more information see the [GEP requirements](#) in this catalog.

## Major and Minor Calculation for the Department of Psychology

In order to earn a minor or a major in psychology, students must have a minimum GPA of 2.0 across all of their psychology courses.

Minor and major GPAs are based on the grades earned in all psychology classes taken at Converse College.

Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

### **PSY 3XX : Abnormal Psychology**

Abnormal psychology reviews the process of assessing and diagnosing mental health conditions using the current DSM criteria. In addition, it provides an overview of evidenced-based treatment practices.

**Major, Minor, Elective credit.**

**Credits: 3**

### **PSY 100: GENERAL PSYCHOLOGY**

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

**Credits: 3**

### **PSY 125: FIRST-YEAR SEMINAR**

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

**Credits: 3**

### **PSY 149: PSYCHOLOGY IN THE MOVIES: ROOTING FOR THE BAD GUY**

The purpose of this course is to explore potential psychological phenomena that may underlie people's willingness to root for the bad guy (or bad behaviors) in popular culture (e.g., movies, TV, books, etc.) Students will learn about the theoretical and empirical basis of these phenomena and then determine how these may be in effect in movies and television shows.

**Credits: 4**

### **PSY 150: SPECIAL TOPICS IN PSYCHOLOGY**

Selected topics in psychology. The topics in this course will vary depending on the available faculty and the interest of the students.

**Credits: 1-4**

### **PSY 199H: FRESHMAN HONORS SEMINAR**

A study of a selected subject within the discipline which will vary from term to term. The course is intended to encourage student participation in the intellectual process through class discussion, structured experiences, and the writing of short papers. Offered periodically in rotation with seminars in other disciplines.

**Credits: 3**

### **PSY 201: PSYCHOLOGY OF RELATIONSHIP**

**Credits: 3**

### **PSY 204: ABNORMAL PSYCHOLOGY**

A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment. Offered Fall and Spring Terms.

**Credits: 3**

**Prerequisites:**

PSY 100.

### **PSY 211: BEHAVIOR MODIFICATION**

A study of the effects of operant and respondent conditioning in changing and influencing human behavior. Students will complete a project in which they apply the principles to change some aspect of their own behavior. Offered Fall Term.

**Credits: 3**

**Prerequisites:**

PSY100 or the permission of the instructor.

**PSY 231: SOCIAL PSYCHOLOGY**

A course designed to investigate the manner in which the behavior, feelings, and thoughts of one individual are influenced and determined by the behavior and/or characteristics of others. Selected topics include attraction, social influence, attitudes, aggression and violence, altruism, sexual behavior, group influences, and person perception. Offered in alternate years. Spring Term.

**Credits: 3****PSY 232: PSYCHOLOGY IN THE WORKPLACE**

This course is designed to introduce students to methods of managing behavior in the workplace. Specifically, students will learn to apply behavioral principles derived from the laboratory to all levels of performance in the organization. Topics to be covered include screening job applicants, on- the-job training, assessment of work performance, and methods of providing performance feedback to workers. Offered in alternate years. Fall Term.

**Credits: 3****PSY 233: PSYCHOLOGY OF LEARNING**

A study of the learning process, both through the examination of the experimental literature and through the completion of laboratory exercises. Lecture and laboratory. Offered Fall and Spring Terms.

**Credits: 4****Prerequisites:**

PSY 100 or the permission of the instructor.

**PSY 236: THEORIES OF PERSONALITY**

A study of theories of personality and the research that supports those theories. Students will take some personality questionnaires and incorporate this material into a summary of some aspect of their personalities. Offered alternate years. Spring Term.

**Credits: 3****Prerequisites:**

PSY 100.

**PSY 240: FORENSIC PSYCHOLOGY**

A study of the major areas of forensic psychology, including (but not limited to) mental health law, forensic assessment, criminal behavior and theories thereof, criminal profiling, and law enforcement psychology.

**PSY 280: HEALTH PSYCHOLOGY**

The aims of this course are to understand the psychological factors involved in health and in illness, to study interventions to help people get over illness and stay well, and to consider the health care system and its policies. Finally, a sample of the popular literature on the mind-body issue as it relates to health will be considered relative to the existing scientific literature. GEP for Health and Wellness requirement. Offered in Fall or Jan Term.

**Credits: 3****PSY 281: YOGA AND STRESS MANAGEMENT**

This course will study stress management from the perspectives of western science and the eastern practice of yoga. A portion of the class will include study of scientific findings concerning stress and its management, some study of yoga philosophy, and a consideration of the existing scientific studies of yoga.

Another portion of the class will involve practice of yoga postures and methods of breathing. GEP for Health and Wellness requirement. Non-European/non-Anglophone.

**Credits: 4****PSY 299H: INTERDISCIPLINARY HONORS COURSE**

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

**PSY 302: 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. Offered alternate years. Spring Term.

**Credits: 3**



**PSY 303: WOMEN'S WELL-BEING AND YOGA**

This class is designed to investigate various physical and psychological issues in women's lives, and sequences of yoga poses that are designed to help women cope with these issues. The course will include a review of scientific research on the effectiveness of yoga with various women's issues, and also it will include the philosophy of yoga and how it underpins the yoga postures that we do to help women cope with these issues. Non-European/non-Anglophone/Women's Studies.

**Credits:** 3

**PSY 304: Adult Anxiety, Trauma, and Mood Disorder Seminar**

A detailed review of the most commonly occurring anxiety, mood, and trauma and stress disorders. Topics include the assessment and diagnosis of each disorder, understanding functional outcomes for patients experiencing various symptoms, and the application of current empirically supported treatments.

**Credits:** 4

**Prerequisites:**

PSY 100

**PSY 310: STATISTICS AND EXPERIMENT DESIGN I**

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

**Credits:** 3

**Prerequisites:**

PSY100.

**PSY 311: STATISTICS AND EXPERIMENTAL DESIGN II**

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

**Credits:** 3

**Prerequisites:**

A grade of C- or better in PSY 310.

**PSY 320: Body Image, Eating Disorders, and Obesity**

By the end of this course, students will be able to describe the characteristic symptoms of eating disorders and related issues (e.g., body image, Body Dysmorphic Disorder), including some key psychological theories, treatment options, and prevention strategies, and research findings. Students will also learn about obesity and factors associated with prevention and treatment of obesity, as well as issues faced by individuals in this population (including eating disordered behaviors, stigma, and medical comorbidities). Throughout the course, students will be expected to effectively communicate their ideas and thinking in written form, in formal presentations, and in informal discussions.

**Credits:** 1-4

**Prerequisites:**

PSY 100

**PSY 332: PSYCHOLOGICAL TESTS**

A study of the psychological evaluation, the tests used for such an evaluation, and the procedures required for such tests to be valid and reliable. There will be an emphasis on personality tests. Each student will do two evaluations, one on herself and one on another student.

**Credits:** 3

**PSY 340: COGNITIVE BEHAVIOR THERAPY**

This course provides students with an advanced analysis of Cognitive Behavior Therapy (CBT) and its variants. CBT is one of the most popular and empirically supported forms of therapy used today. Students will learn about specific intervention techniques within CBT and will gain skills in utilizing those techniques through role plays. Students will additionally learn about Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Motivational Interviewing- therapies which are based in part on CBT. Students will learn how CBT is utilized for specific populations and disorders. Throughout the course, students will be expected to effectively communicate their understanding of the material in written form, role plays, and class discussions. Offered every other year, usually in the fall semester.

**Credits:** 3

**Prerequisites:**

PSY204, Abnormal Psychology.

**PSY 350 : Special Topics: Breath - Stability in Turbulent Times**

The purpose of this class is to study and to work with the breath to foster stability and well-being in the context of our turbulent times which include a global pandemic, as well as social, economic, and political unrest. There are many forms of pranayama ranging from beginning to advanced. And all are predicated on practice of yoga postures. So, in this class, we will practice basic yoga postures and work with simple forms of pranayama. Additionally, we will study the physiology of breathing, the psychological effects of mindful breathing as based on the scientific literature, and the yogic views of breathing from classic yoga texts. Due to the health risks associated with COVID-19, this class will be taught online.

**Elective credit.**

**Credits:** 3

**PSY 350 : Issues in Clinical Practice: Basic Therapeutic Skills, Ethics, and Telehealth**

This course is designed for psychology majors and others preparing for work in a human service area that requires knowledge of basic interviewing skills and assessment techniques and who have interest in learning about real life practice issues. The course has four interrelated objectives: (a) to provide basic understanding of psychological interviewing and basic assessment techniques, (b) to acquire introductory level intervention skills, (c) to learn about ethical and other practical fundamental issues relevant to going into clinical practice, and (4) to learn about how to deliver said skills via a telehealth format.

After successful completion of this course, students will be able to:

1. Demonstrate the ability to use therapeutic listening skills in interpersonal interactions
2. Describe the basic skills of therapeutic interviews
3. Distinguish between therapeutic interviews and those for employment, information, and assessment
4. Analyze your own natural style of helping and its impact on others
5. Identify the uses and limitations of common psychological assessment instruments
6. Understand how clinical techniques can be effectively delivered in an electronic/telehealth modality
7. Write effectively in APA (American Psychological Association) style

**Credits:** 3

**PSY 360: INTIMATE RELATIONSHIPS AND HUMAN SEXUALITY**

This course explores human sexuality emphasizing the psychological aspects of intimate relationships. We will cover attraction, sexual attitudes and behavior, gender, the development of sexual relationships, love and communication in intimate relationships, sexual orientation, and sexual difficulties and therapy. Attention will also be paid to the methods for gathering data in this field.

**PSY 370: CHILD ABUSE AND NEGLECT**

A lecture and seminar course examining the phenomenon of child abuse and neglect. Included in this course will be an overview of attitudes toward and legal definitions of child maltreatment. In addition, legal issues, parental factors, contextual influences, and the developmental consequences of maltreatment will be explored. This course relies heavily on current research in child abuse and neglect. Offered in alternate years. Spring Term.

**Credits:** 3

**PSY 380: HUMAN GROWTH AND DEVELOPMENT**

The study of development and behavior throughout the lifespan. Offered Fall and Spring Terms.

**Credits:** 3

**PSY 402: ANIMAL BEHAVIOR**

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

**Credits:** 4

**PSY 405: HISTORY AND PHILOSOPHY OF PSYCHOLOGY**

A study of the history of psychology with emphasis on the modern period and on the special contribution which philosophy makes to the viewpoint of a discipline which conducts an experimental analysis of behavior. Offered Fall and Spring Terms.

**Credits:** 3

**Prerequisites:**

PSY 100 or the permission of the instructor.

**PSY 410: COUNSELING AND PSYCHOTHERAPY**

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

**Credits:** 3

**Prerequisites:**

PSY 204 or permission of the Instructor.

**PSY 480: SENIOR SEMINAR**

Each student will write a library research paper that all students will read and discuss. Offered Fall and Spring Terms. Writing Intensive. Capstone

**Credits:** 3

**Prerequisites:**

PSY 233, 310, and 311.

**PSY 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

A course designed to allow the student to engage in a concentrated experimental or library research in an area of personal interest. May be repeated for credit.

**Credits:** 1-3

**Prerequisites:**

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

### **PSY 499: INTERNSHIP IN PROFESSIONAL PSYCHOLOGY**

In exceptional cases, consent of the department staff will permit enrolling in the course in the absence of some of the course prerequisites. It is intended for senior psychology majors. The course will offer experience in an applied setting. Students will be placed with local social agencies or other dispensers of psychological services (out-of-town placement is also possible) who have agreed to accept and evaluate them on an internship basis. The course will also involve weekly seminars with the departmental staff and other interns for examination of problems that have arisen in the work situation. In the case of out-of-town placement, a paper will be required instead of the seminars. The course is intended for those psychology majors who wish to seek employment at the Bachelor of Arts level. It is not recommended for those who plan to pursue an advanced degree program. Pass/fail grading.

**Credits:** 3

#### **Prerequisites:**

A 3.0 average in the major. PSY 204, 231, 310 and 332.

## ROTC

- LIEUTENANT COLONEL BRYAN R. DUNKER
- CAPTAIN DEMETRICK MOSELEY
- MASTER SERGEANT THEODORE CRAIG
- MR. SIMON STRICKLEN

Military Science offers a Basic Course and an Advanced Course. Satisfactory completion of six semester hours in the Basic Program qualifies the student for

selection into the Advanced Course. (Satisfactory completion of a four-week Basic Camp in the summer after the sophomore year, suitable prior military experience, or three years of JROTC may substitute for a portion of the basic course as means of qualifying for the Advanced Course.) Successful completion of the Bachelor degree, including the 12 credit hour Advanced Course, a 3 credit hour American Military history course, and advanced camp in the summer between the junior and senior years, qualifies the graduate for a commission as a Second Lieutenant in the United States Army Active Component, National Guard or Army Reserve.

All students seeking a commission are required to participate in a weekly leadership laboratory. The Military Science Department does not offer a major. There is no military obligation for participating students in the Basic Course, but students selected to enroll in the Advanced Course incur a military obligation from three to eight years.

Prospective Converse students may compete for up to a four-year scholarship. Full-time students, already on campus may compete for up to a three-year Army scholarship. Army scholarships are totally merit based and can be pay full tuition and fees or room and board (capped at \$10,000 yearly).

These are funded at 100% per year for tuition and fees with \$1,200 per year for books. In addition, scholarship recipients receive a stipend of \$350 per month for sophomores (three-year scholarships only), \$450

per month for juniors and \$500 per month for seniors. Stipends are for spending money and subsistence. Contact the Scholarship and Enrollment Officer at 864.597.4338 for details.

### **MIL 101: INTRODUCTION TO THE ARMY**

This course introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader.

**Credits:** 1

### **MIL 102: FOUNDATIONS OF AGILE AND ADAPTIVE LEADERSHIP**

This course introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during an optional weekly lab facilitated by MIL III Cadets and supervised by Cadre.

**Credits:** 1

**MIL 201: LEADERSHIP AND DECISION MAKING**

This course introduces to the Cadets an understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during optional Leadership Lab team building exercises, and Field Training Exercises.

**Credits: 2**

**MIL 202: ARMY DOCTRINE AND TEAM DEVELOPMENT**

This course focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MIL III Cadets and supervised by Cadre.

**Credits: 2**

**MIL 301: TRAINING MANAGEMENT AND THE WARFIGHTING FUNCTIONS**

This course focuses on training management and the warfighting functions. It is an academically challenging course where you will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a mandatory lab per week using peer facilitation overseen by MIL IVs, supervised by ROTC Cadre.

**Credits: 3**

**MIL 302: APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS**

This course focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a mandatory lab per week using peer facilitation overseen by MIL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare Cadets for the month-long Advance Camp, which you will attend in the summer at Fort Knox, KY, a commissioning requirement.

**Credits: 3**

**MIL 401: THE ARMY OFFICER**

Focuses on development of the Army Officer. Students will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Additionally, students will learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. As part of the Cadet Battalion Staff, students will teach, coach, and mentor subordinate Cadets, providing practical expertise in small unit operations. Includes a mandatory lab per week overseeing MIL III lesson facilitation and supervised by ROTC Cadre.

**Credits: 3**

**MIL 402: COMPANY GRADE LEADERSHIP**

This course teaches students the knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a midterm exam, and an Oral Practicum as the final exam. The Oral Practicum explores students' preparation for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course prepares students for post-bachelor Army training in their assigned branch. Includes a mandatory lab per week overseeing MIL III lesson facilitation and supervised by ROTC Cadre.

**Credits: 3**

# Religion

- SHERRY FOHR, religion program coordinator

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

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

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

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

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course

- Non-European/non-Anglophone course Capstone experience.
  - For more information see the [GEP requirements](#) in this catalog.

## **ENG 380H/REL 301H : Englishwomen in the European Christian Reformations**

This course offers insight into changing interpretations of Englishwomen's lives during the tumultuous years of the European Reformations. In my own life as a scholar I have seen a movement toward recognizing aspects of literature and history that had been largely ignored by earlier scholars. In my lifetime, I have seen anthologies that cover early British literature go from having almost no information about women's education and experiences, or women's writing, to new attempts to include women's voices. I have also seen new scholarship on the ways that Catholics maintained their faith when it became illegal to practice under Elizabeth I. Both groups, women and Catholics, were rarely studied in my grad school coursework on early modern English literature. This course will challenge students to go deeper into understanding these aspects that many students will not have encountered in previous coursework. The course also will culminate either in a Reacting to the Past-style set of presentations or some other form of interactive presentations that will allow students to research primary and secondary sources in depth about particular historical figures who affected women's lives in this time. Finally, the course will challenge students personally by helping them to see how the European Reformations continue to color Protestant-Catholic relationships and prejudices today. Part of our course will include visits to area faith communities to explore the ways in which

Protestantism and Catholicism shape traditions still practiced today.

**GEP literature (major, minor, elective credit); GEP women's studies; Interfaith Studies.**

**Credits: 3**

**REL 100: INTRODUCTION TO RELIGION**

This course is an introductory study of human religious beliefs and practices, including ritual, myth, symbol, and the sacred. The application of these concepts to the contemporary world is emphasized.

**Credits: 3**

**REL 104: INTRODUCTION TO WORLD RELIGIONS**

A study of the basic forms of religious belief, activity, and experience in the major world religions. Traditions to be discussed may include tribal religions, Hinduism, Buddhism, Chinese religion, Judaism, Christianity, and Islam. Non-European/non-Anglophone. Interfaith Studies.

**Credits: 3**

**REL 125: FIRST YEAR SEMINAR**

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

**Credits: 3**

**REL 199H: FRESHMAN HONORS SEMINAR**

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

**Credits: 3**

**REL 200: THE CHRISTIAN TRADITION**

This course is an introduction to Christianity that focuses on examination of the major theological themes and problems that have commonly occupied Christians and how these issues have developed over time. We will use primary sources for the most part in our explorations. While this course focuses on Christian thought (theology), we will also make connections between theology and worship, ethics, and other aspects of Christianity.

**Credits: 3**

**REL 201: Special Topics in Interfaith Studies**

Studies in selected topics concerning interfaith and diversity literacy, dialogue and/or cooperation. May be repeated for credit if subject matter is not duplicated. Interfaith Studies.

**Credits: 3-4**

**REL 205: INTRODUCTION TO HEBREW BIBLE AND EARLY JEWISH LITERATURE**

A survey of the historical development of the ancient Hebrews and their writings (Old Testament/Hebrew Bible and extra-canonical texts).

**Credits: 3**

**REL 206: INTRODUCTION TO THE NEW TESTAMENT AND EARLY CHRISTIANITY**

A survey of New Testament and other early Christian writings and the contexts in which they were produced.

**Credits: 3**

**REL 250: APOCALYPTIC LITERATURE AND MOVEMENTS**

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

**Credits: 3**

**REL 261: INTRODUCTION TO BUDDHISM**

An introduction to Buddhism as it has developed in various world contexts. Non-European/non-Anglophone.

**Credits: 3**

**Prerequisites:**

Either REL 100 or REL 104.

**REL 262: JUDAISM AS A CIVILIZATION: AN INTRODUCTORY COURSE IN JEWISH CULTURE, HISTORY AND TRADITION**

An introduction to Judaism across historical and cultural contexts.

**Credits: 3**

**REL 263: JAINISM**

This course approaches the minority Indian religion of Jainism through textual, historical, and anthropological information concerning ethics, narratives, festivals, rituals, worldview, and the various roles and practices of men and women in different sects and subsects. Non-European/non-Anglophone/Women's Studies. Cross-listed with ATH 263.

**Credits:** 3

**Prerequisites:**

Either REL 100, REL 104, or permission of the instructor.

**REL 264: HINDU RELIGION AND CULTURE**

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

**Credits:** 3

**REL 265: CHINESE THOUGHT**

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

**Credits:** 3

**REL 299H: INTERDISCIPLINARY HONORS COURSE**

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

**REL 301: SPECIAL TOPICS IN INTERFAITH STUDIES**

Studies in selected topics concerning interfaith literacy, dialogue and/or cooperation. May be repeated for credit if subject matter is not duplicated. Interfaith Studies.

**Credits:** 3

**REL 302: FROM CREED TO CHRISTENDOM: CHRISTIANITY FROM 300-1300**

A survey of the history of Christianity from the fourth century to the late Middle Ages. This course will focus on the issues, thought, and historical events which shaped Christianity, and on its contribution to western culture.

**Credits:** 3

**REL 303: THEMES IN RELIGIOUS ETHICS**

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

**Credits:** 3

**REL 305: WOMEN AND RELIGION**

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

**Credits:** 3

**Prerequisites:**

Either REL 100 or REL 104.

**REL 306: FIELD STUDIES IN RELIGION**

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

**Credits:** 3



**REL 308: RELIGION IN AMERICA**

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

**Credits: 3**

**REL 309: STUDIES IN RELIGIOUS TRADITIONS**

Studies in selected topics in religious thought, culture and history. May be repeated for credit if subject matter is not duplicated.

**Credits: 3**

**REL 309 : Studies in Religious Traditions: Jesus, Luther, Marx**

Over the past 500 years, the German philosophical tradition has wrestled with the question of how to responsibly live in a world, where individuals continue to be economically, politically, and socially oppressed. Our interdisciplinary seminar joins this conversation and explores how a radical (biblically based) critique—as advanced by Jesus, Luther, and Marx—attacks moneymaking enterprises as elaborate systems of theft, destruction, and dehumanization. We will also explore how this critique re-focuses our attention on the centrality of humanity (and the divine) in all worldly transactions. These issues were fundamental to last year’s commemorations of the quincentennial of Luther’s “95 Theses” and the sesquicentennial of Marx’s Capital.

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

**Credits: 3**

**REL 309 : History of the Black Church**

This 3-credit hour course will explore a wide variety of data related to the history of the Black Church from the period of enslavement to the present. This course takes history seriously as narrative and gives particular attention to those hidden aspects of history that have been maligned, ignored, or omitted from American history and black religious discourse. This course is divided into three key periods in American history: Period I: North American Enslavement Era; Period II: Black Destiny and the End of the Nineteenth and Early Twentieth Centuries; and Period III: The Civil Rights Era, the Black Nationalist Movement and Black Theology. This course concludes moving from the Civil Rights Era to the New Millennium. During the course, lecture format, multimedia, small groups, student presentations, and other holistic approaches to learning will be employed in an effort to establish an open, critical, and exciting learning environment.

**Credits: 3**

**REL 310: INTERFAITH COOPERATION**

This course will explore the knowledge and skills needed to foster interfaith literacy and cooperation. Interfaith literacy is approached as an essential characteristic of leadership in a religiously diverse world. Interfaith cooperation is approached through service-learning beyond the classroom by planning an interfaith event for the Converse community. Interfaith Studies.

**Credits: 3**

**REL 311: LOVE AND KINDNESS**

This seminar is an interdisciplinary and interfaith examination of love and kindness. Non-European/non-Anglophone. Interfaith Studies.

**Credits:** 3

**Prerequisites:**

REL 100, REL 104, or permission of the instructor.

**REL 312: EVANGELICALS IN THE SOUTH**

This course examines the role of evangelical Christians in Southern culture, past and present, including contemporary interfaith developments. Interfaith Studies.

**Credits:** 3

**REL 313: STUDIES IN RELIGIOUS THOUGHT**

Studies in selected issues, figures or movements in religious thought. May be repeated for credit if subject matter is not duplicated.

**Credits:** 3

**Prerequisites:**

Either REL 100, REL 104, or permission of the instructor.

**REL 330: STUDIES IN RELIGION AND CULTURES**

Studies of significant humanistic issues in religion. May be repeated for credit if subject matter is not duplicated. Cross-listed with ATH 330.

**Credits:** 3

**Prerequisites:**

Either REL 100, REL 104, or permission of the instructor.

**REL 331: STUDIES IN RELIGION**

Studies of significant humanistic issues in religion. May be repeated for credit if subject matter is not duplicated.

**Credits:** 3

**REL 340: RELIGION AND LITERATURE**

A study of religious thought and problems reflected in the writing of selected authors. May be repeated for credit if subject matter is not duplicated. Only the topic of Women in Asian Traditions through Fiction and Film meets the Non-European/non-Anglophone.

**Credits:** 3

**Prerequisites:**

Either REL 100, REL 104, or permission of the instructor.

**REL 341: AMERICAN FILM AND RELIGIOUS PLURALISM**

This course explores how religion has appeared in a variety of American films with regard to questions of how various forms of religious identity interact with American culture and how various religions can coexist with one another. Interfaith Studies

**REL 342: PHILOSOPHY OF RELIGION**

A study of philosophical problems relevant to religious belief. Topics to be considered may include proofs for the existence of God, the problem of evil, miracles, the nature of religious belief, the relation of religion and morality, and the nature of God. Cross listed with PHI 342.

**Credits:** 3

**REL 346: JESUS IN ANCIENT AND MODERN MEDIA**

An investigation of the historical Jesus and of the interpretation of Jesus in a variety of cultural contexts. Christian scriptures will be central, but the course will also explore Jesus as he is portrayed in fiction, film and popular religion.

**Credits:** 3

**REL 350: RELIGION INTERNSHIPS**

Pass/fail grading. Offered as needed.

**Prerequisites:**

permission of the department.

**REL 354: INTERFAITH INTERNSHIP**

Students enrolled in this internship will work with either a local, national, or international organization and/or through the Converse Chaplain's office. Interfaith Studies

**Credits:** 3-6

**Prerequisites:**

permission from a co-director of interfaith studies.

**REL 355: THE BIBLE, GENDER, AND SEXUAL LITERACY**

An exploration of the influence of the Bible upon the construction and understanding of gender roles, identities, and sexual mores. The dual emphasis will be both the text itself and the history of its interpretations. GEP Humanities/Women's Studies.

**Credits:** 3

**REL 356: WOMEN IN CHRISTIAN REFORMATIONS**

This course explores changing interpretations of English Women's lives during the tumultuous years of the European Reformations. May be taught as an honors course. Cross-listed with ENG356 when taught as "Women in Protestant Reformations." Interfaith Studies. Women's Studies.

**Credits:** 3

**REL 380: RESEARCHING ASIAN TRADITIONS**

In this course students will conduct independent research on topics of their choice concerning Asian traditions. Non-European/non-Anglophone. Writing Intensive.

**Credits:** 3

**Prerequisites:**

REL 104, 260, 261, 263 or 264 or permission of the instructor.

**REL 391: THEORY AND METHOD IN RELIGIOUS AND INTERFAITH STUDIES**

A survey of important theories and methods in the history of religious and interfaith studies for sophomore and junior majors and minors. Interfaith Studies. Writing Intensive.

**Credits:** 3

**Prerequisites:**

REL 100 or REL 104.

**REL 406: INTERFAITH FIELD STUDIES**

Students will conduct field research with an area religious community and explore issues concerning interfaith dialogue. Cross listed with ATH 406, Interfaith Studies. Writing Intensive.

**Credits:** 3

**Prerequisites:**

REL 100 or REL 104, or permission from the instructor.

**REL 470: 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. Cross-listed with HST 470 and POL 470. Non-European/non-Anglophone. Interfaith Studies. Writing Intensive.

**Credits:** 3

**REL 490: DIRECTED INDEPENDENT STUDY IN SELECTED TOPICS**

An independent course of study in a topic not covered by regular course offerings. May be repeated for credit.

**Credits:** 3

**Prerequisites:**

permission of the instructor.

**REL 491: SENIOR PROJECT IN RELIGION**

In consultation with religion faculty, the senior student will choose a topic on which to conduct a major research project. While all capstone projects will ultimately culminate in written form, the form might vary: classic senior research thesis, sophisticated analytical article, written research talk or position paper are some possibilities.

Whatever the format, the project should reflect the student's development in coursework and independent research. Each senior will present her project in some form in the spring of her senior year. Capstone.

**Credits:** 3

## Sociology

**SOC 100: PRINCIPLES OF SOCIOLOGY**

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

**Credits:** 3

**SOC 125: FIRST-YEAR SEMINAR**

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

**Credits:** 3

**SOC 245: SOCIOLOGY OF WORK**

A study of the social history of the concept of work and the social-psychological consequences of the development of self in the microenvironment of work.

**Credits:** 3

**SOC 250: OCCUPATIONS AND PROFESSIONS**

A study of the history and structure of specific occupations and professions and the study of theories of professionalism.

**Credits:** 3

**SOC 260: COMPLEX ORGANIZATIONS**

A study of formal organizations, theories of complex organizations, and the social-psychological consequences for the development of self in the macro-environment of work.

**Credits:** 3

**SOC 270: CRIMINOLOGY**

A focus on theories of criminology as related to significant research concerning causes, extent, social and economic cost, and ecology of crime. A second emphasis will be placed on criminal justice issues of practices within police, criminal, and juvenile courts, as well as problems of prison, reformatories, prevention, and rehabilitation.

**Credits: 3****SOC 302: SOCIAL STRATIFICATION**

A study of institutionalized patterns of economic, political, social, and prestige differentiation and the importance of class or stratum placement in determining opportunities, style of life, and patterns of interaction.

**Credits: 3****SOC 306: THE FAMILY**

A cross-cultural approach to marriage and the family with emphasis on historical changes and the modern American family, particularly in its relation to other social institutions.

**Credits: 3****SOC 309: SPECIAL TOPICS IN SOCIOLOGY**

Studies in topics in issues, figures of movements in sociology.

**Credits: 3****SOC 310: SOCIAL PROBLEMS**

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 492: SOCIOLOGICAL THEORY**

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

**Credits: 3**

## Special Education

**SED 265: DEAF HISTORY AND CULTURE**

This course is a study of the history and culture of Deaf people. The course explores the Deaf experience through topics such as Deafhood, Deaf history in America, American Sign Language, educational options, cultural rules, Deaf arts, diversity in the community, international Deaf communities, and the future of the Deaf community. The course includes opportunities to meet members of the local Deaf community. Offered January Term.

**Credits: 3****SED 300: INTRODUCTION TO EXCEPTIONAL LEARNERS**

This course familiarizes the student with the wide range of intellectual, emotional, and physical, problems characterizing exceptional learners. Students explore the nature and scope of special education programs and services, community resources, and rehabilitation. Offered Fall and Spring Terms.

**Credits: 3****SED 330: SPECIAL TOPICS IN EDUCATION**

Each special topics offering will cover a topic dealing with the field of Education or Special Education that is not in the regular curriculum. Offered Fall, January, or Spring Term

**Credits: 1-3****SED 350: FOUNDATIONS DEAF AND HARD OF HEARING**

An introductory course on the history, philosophies, current trends and issues, and models of education for students who are deaf and hard of hearing. The course focuses on the impact of deafness on the psychological, sociological, and vocational development of individuals with hearing losses. It includes methods of guidance, support, and referral for parents. The course includes a five- hour clinical.

Offered Fall Term

**Credits: 3****SED 353: AUDIOLOGY AND SPOKEN LANGUAGE DEVELOPMENT**

This course is an introduction to the fundamentals of hearing, hearing disorders and how they affect spoken language development, and the administration and interpretation of tests for auditory acuity that focus on the physics of sound, physical characteristics of the speech and hearing mechanisms, and the pathology, etiology and treatment of hearing loss. The course includes practical preparation in the use and care of hearing aids and amplification systems and involves a five- hour clinical.

Offered Fall Term

**Credits: 3**

**SED 357: READING ASSESSMENT AND INSTRUCTION: DHH**

This course acquaints the student with the nature and problems related to reading for students 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 five-hour clinical. Offered Fall Term.

**Credits:** 3

**Prerequisites:**  
SED 350.

**SED 359: LANGUAGE ASSESSMENT AND INSTRUCTION: DHH**

This course acquaints the student with the nature and problems of language acquisition in students who are deaf and hard of hearing. Topics include assessments, language development theories, speech development, and instructional practices for deaf and hard of hearing children. Additionally, the course focuses on instructional practices and language curricula designed specifically for deaf and hard of hearing students. The course involves a five-hour clinical. Offered Spring Term.

**Credits:** 3

**Prerequisites:**  
SED 350.

**SED 361: LANGUAGE DEVELOPMENT AND DISABILITIES**

This course acquaints the prospective teacher in learning disabilities and intellectual disabilities with the knowledge of: typical and atypical language development; the influence of culture in ways of communicating and behaving; strategies to enhance language development and communication skills for students with disabilities; and strategies and resources that facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English or for students who require alternative and augmentative communication systems. Offered Spring Term.

**Credits:** 3

**Prerequisites:**  
SED 300.

**SED 376: ASSESSMENT OF EXCEPTIONAL LEARNERS**

This required course for all students majoring in special education deals with the wide variety of individual and group tests designed to assess children with intellectual disabilities, learning disabilities, emotional disabilities, and hearing losses. This course includes a clinical. Offered Fall and Spring Terms.

**Credits:** 3

**Prerequisites:**  
SED 300.

**SED 380: INTRODUCTION TO INTELLECTUAL DISABILITIES**

This course acquaints the prospective teacher with the psychological development and problems associated with intellectual disabilities. Students study recent developments and research in this area. The course includes a clinical. Offered Spring Term.

**Credits:** 3

**SED 382a: CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES**

This course provides an opportunity to observe and teach students with intellectual disabilities. Pass/fail grading. Offered JanTerm.

**Credits:** 3

**Prerequisites:**  
SED 300, SED 380, SED 395, SED 396.

**SED 382b: CLINICAL II: PRACTICUM IN LEARNING DISABILITIES**

This course provides students an opportunity to observe and work with learning disabilities. Pass/fail grading. Offered Fall Term.

**Credits:** 3

**Prerequisites:**  
SED 300, SED 395, SED 396.

**SED 382c: CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES**

This course provides an opportunity to observe and work with students with emotional disabilities. Pass/fail grading.

**Credits:** 3

**Prerequisites:**  
SED 300, SED 397 and SED 398.

**SED 382d: CLINICAL II: PRACTICUM IN DEAF AND HARD OF HEARING**

This course provides an opportunity to observe and teach deaf and hard of hearing students. Pass/fail grading. Offered Jan Term.

**Credits:** 4

**Prerequisites:**  
SED 300, SED 350, and SED 385.

**SED 385: AMERICAN SIGN LANGUAGE I**

This introductory sign language course develops knowledge and skills for reading and executing a basic vocabulary of manual signs and finger spelling. The use of American Sign Language (ASL) conceptual signs within the framework of the ASL grammar system is also emphasized. The course includes a study of the cultural aspects of the Deaf community. The course includes a clinical. Offered Fall Term.

**Credits:** 3

**SED 386: EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES**

This course includes the curriculum, techniques of teaching individuals with intellectual disabilities, and a clinical. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

SED 300 and SED 380.

**SED 390: AMERICAN SIGN LANGUAGE II**

This course offers a study of American Sign Language linguistics. There is focus on general communicative competence in ASL with emphasis on both receptive and expressive signing skills. The course includes a clinical. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

SED 385.

**SED 391: AMERICAN SIGN LANGUAGE III**

This second-year course includes development of expressive and receptive sign skills, as well as an overview of syntax, phonological structure, and non- manual markers. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

SED 385 and SED

**SED 392: AMERICAN SIGN LANGUAGE IV**

This course focuses on an advanced level of the development of receptive and expressive skills, as well as the affective parameters of American Sign Language. There is emphasis on conversational competence using conceptual signs and semantic appropriateness. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

SED 385, SED 390 and SED 391.

**SED 393: SIMULTANEOUS SIGNED/SPOKEN COMMUNICATION**

This course emphasizes the development of receptive and expressive communication skills using conceptually-accurate sign language and finger spelling in English word order. Various simultaneous signed/spoken communication systems used in the educational setting will be covered. The course, which includes a five-hour clinical, is appropriate as an elective for any major. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

SED 385.

**SED 394: AMERICAN SIGN LANGUAGE V**

This courses focuses on developing communication fluency and accuracy while using appropriate ASL vocabulary, grammar, pragmatics, and discourse. Additionally, the course will incorporate a study of Deaf culture. This course includes a clinical. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

SED 385, SED 390, SED 391, SED 392.

**SED 395: INTRODUCTION TO LEARNING DISABILITIES**

This course is a study of learning disabilities affecting the educational development of the exceptional student. Emphasis is on the definition, identification, classification, theories, and educational approaches to specific learning disabilities. This course includes a clinical. Offered Fall Term.

**Credits:** 3

**Prerequisites:**

SED 300.

**SED 396: EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES**

This course includes materials and methods for teaching students who have learning disabilities. This course includes a clinical. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

SED 395

SED 300

**Co-Requisites:**

SED 300

**SED 397: INTRODUCTION TO EMOTIONAL DISABILITIES**

An introduction to emotional disabilities, including the causes and characteristics of emotional and behavioral disorders, related learning problems, intellectual disabilities, and cultural disadvantage. Offered Fall term.

**Credits:** 3

**Prerequisites:**

SED 300.

**Co-Requisites:**

SED 300.

**SED 398: EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES**

An introduction to methods of therapy, management techniques, and educational materials for emotional disabilities. The course includes a clinical. Offered Spring Term.

**Credits:** 3

**Prerequisites:**

SED 300, SED 397.

**Co-Requisites:**

SED 300, SED 397.

**SED 405: BEHAVIOR AND CLASSROOM MANAGEMENT**

This course provides students with the opportunity to evaluate and design positive classroom management alternatives. It is a prerequisite for special education student teaching. This course includes a clinical. Offered Fall and Spring Terms.

**Credits:** 3

**SED 412d: DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING**

Beginning in Fall 2020 all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by June 15 for Spring Term placement in the following year or by February 15 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits:** 12

**SED 412f: DIRECTED STUDENT TEACHING: LEARNING DISABILITIES**

Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by June 15 for Spring Term placement in the following year or by February 15 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits:** 12

**SED 412g: DIRECTED STUDENT TEACHING: INTELLECTUAL DISABILITIES**

Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by June 15 for Spring Term placement in the following year or by February 15 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits:** 12

**SED 458: METHODS AND PROCEDURES: DEAF AND HARD OF HEARING**

This course for senior D/HH majors focuses on educational practices in both public and residential school programs for students who are deaf and hard of hearing. Specific research-supported instructional strategies and organization as well as the SC Standards, are examined and practiced. Emphasis is placed on the roles and responsibilities of the teacher as decision-maker, facilitator of cognitive and communicative development, multidisciplinary team member, collaborator with parents and other professionals, and advocate for students. The course includes a 25-hour clinical. Offered Fall Term

**Credits:** 3

**Prerequisites:**  
SED 350, SED 390.

**SED 490: DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS**

This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the College limit of hours within a discipline. May be repeated for credit. Special fee. Meets the GEP capstone and writing intensive requirements.

**Credits:** 3

**Prerequisites:**  
Permission of instructor.

## Theatre

- CHRISTOPHER VANEMAN, dean

### Mission Statement

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

### Core Values

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

### Arts Foundations:

#### Creativity that Works

The faculty in Art and Design, Theatre & Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

- ATM 100:  
INTERDISCIPLINARY ARTS FOUNDATIONS I
- ATM 200:  
INTERDISCIPLINARY ARTS FOUNDATIONS II

## Department of Theatre and Dance

- MEG HANNA TOMINAGA, chair
- BOONE HOPKINS
- CHANDRA OWENBY HOPKINS



- LAUREN ROGERS HOPKINS
- MELISSA OWENS

The Department of Theatre & Dance provides opportunities which enable students to develop their skills and talents in theatre arts and dance to foster a better understanding of the contribution that live performance makes to the process of educating the whole person in a liberal arts environment. Through the availability of experiences in a number of areas, students will find a wide variety of challenges and means of expression. The program of study places emphasis on the aesthetic and practical decisions inherent to these areas, thereby strengthening the student's general intellectual capabilities and growth as an artist.

By the time of graduation, majors in theatre should demonstrate basic competencies in each area of theatre and should be able to compete successfully for positions in graduate school and in the professional job market.

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

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

**Total** 49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience
  - *For more information see GEP requirements in this catalog.*

### Student Learning Outcomes

1. Students will be able to articulate verbal and written mastery of knowledge in theatre and dance.
2. Students will be able to analyze the art of theatre and dance in historical and theoretical contexts.
3. Students will be able to communicate successfully and work effectively with others in a variety of production capacities.
4. Students will be able to produce engaging and innovative works in theatre and dance.

In order to earn a minor or a major in theatre or musical theatre, students must have a minimum GPA of 2.0 across all of their theatre or musical theatre courses. Minor and major GPAs are based on the grades earned in all theatre (and major required dance and music for the Musical Theatre degree or dance for the Dance minor) classes taken at Converse. Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

### THR 100: INTRODUCTION TO THEATRE

This course is designed for anyone interested in theatrical production. Theatre history and theory are covered with an emphasis on the production process. The mounting of one or more plays for Theatre/Converse is an intrinsic part of the course and allows the student to experience first-hand concepts and processes dealt with in lectures and assigned readings. No previous theatre experience is necessary.

**Credits: 3**

### THR 102: SCRIPT ANALYSIS

This course focuses on contemporary dramatic literature. Emphasis is placed on positioning scripts in historical and theoretical contexts including discourses on how representation makes and challenges identity in performance. Play scripts are analyzed as the foundation documents for the choices made by directors, designers, and actors in the creation of theatrical performances.

**Credits: 3**

### THR 104: INTRODUCTION TO ASIAN THEATRE

This course introduces students to various forms of traditional and contemporary theatre as they relate to their native cultures throughout East and Southeast Asia. In addition to exposure to a variety of theatrical forms, students will have the opportunity to explore and experience elements of production methods and performance styles found in theatre forms across India, China, Korea, Japan, and Southeast Asia.

**Credits: 3**

**THR 105: THEATRE AND DANCE STUDY-TRAVEL**

This course is designed to provide an intensive look at theatre and dance arts by combining readings and classroom discussions with extended travel to study the theatre and/or dance performance histories of different countries, regions, and cultures, including but not limited to major domestic and international theatrical centers.  
**Credits: 4**

**THR 110: VOICE AND DICTION**

This course is a study of voice production with major emphasis placed on laboratory work designed to help the student develop greater clarity, flexibility, and expressiveness in the speaking voice.  
**Credits: 3**

**THR 115: ACTING: FUNDAMENTALS**

This studio course is an introduction to the craft of acting, including training in concentration, movement, imagination, and acting technique. Students will acquire the skills necessary to audition for a role in a theatrical production, including choosing and developing monologue materials and preparing an actor's headshot and resume.  
**Credits: 3**

**THR 118: VOICE FUNDAMENTALS OF SINGING**

This course will explore the singing of Musical Theatre pieces in a group class setting. Topics include breath, performance anxiety, vocal health, and posture. Classes will be a combination of both lecture and studio vocal work.  
**Credits: 3**

**THR 120: PUBLIC SPEAKING**

Through observation, analysis and practice this course explores the processes and techniques of effective oral communication. Emphasis will be placed on gathering and organizing material, critical thinking, effective listening, successful vocal delivery, as well as practicing a variety of public speaking situations including impromptu and planned speeches.  
**Credits: 3**

**THR 125: FIRST-YEAR SEMINAR**

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

**THR 201: STAGECRAFT**

This course familiarizes the student with the fundamentals of the physical production process. Among the areas covered are materials, tools, and safety, construction methods, electricity, and plan reading. Offered Fall term.  
**Credits: 3**

**THR 202: DRAFTING FOR THE STAGE**

The course will focus on drafting techniques and problem solving as it applies to the engineering of the building of the scenic elements for a play.  
**Credits: 3**  
**Prerequisites:**  
THR 230 or permission of the instructor.

**THR 203: SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660**

This survey is an examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, and Neoclassical periods and including selected non-western theatrical developments such as Noh and Kabuki theatre and Sanskrit drama. Writing Intensive.  
**Credits: 3**

**THR 204: SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT**

This survey is an examination of representative plays and staging practices, focusing on the Restoration and 18th century sentimentality, 19th century melodrama and 20th century realism including the Romantic, Modern and Postmodern periods. This course also considers selected non-western theatrical developments such as Peking Opera, Balinese, African, Latin American and Indian forms.  
**Credits: 3**

**THR 210: SURVEY OF MUSICAL THEATRE**

This course is designed to expand the student's knowledge of the history of the American Musical Theatre by tracing its major development from its early beginning to contemporary productions. Course includes study of principal artists, works and movements.  
**Credits: 3**

**THR 215: ACTING: MICHAEL CHEKHOV TECHNIQUE**

This studio course delves deeper into the specifics of the Michael Chekhov technique of acting, continuing work with Imagination, Concentration, and Movement, and adding the tools of Atmosphere, Psychological Gesture, Characterization, Centers, and Composition, using both classical and modern text.

**Credits:** 3

**Prerequisites:**

THR 115 or permission of the instructor.

**THR 216: ACTING: SCENE STUDY**

This studio course provides students with the techniques and practice to effectively connect and communicate with fellow actors as well as audiences. The course explores actor training through the work of key practitioners, applying the methods and vocabulary to intensive scene study.

**Credits:** 3

**Prerequisites:**

THR 115 or permission of the instructor.

**THR 217: ACTING: PERIOD STYLES**

This studio course teaches students techniques and vocabulary employed in acting period styles, namely those genres from eras prior to the late 20th century.

Dramaturgical research, textual analysis, and appropriate vocal and physical techniques will be applied to in-depth monologue and scene work from period plays.

**Credits:** 3

**Prerequisites:**

THR 115 or permission of the instructor.

**THR 218: DEVISING THEATRE**

Devising theatre or creating theatre is the process by which performances create original works of theatre that are not dependent on a published script. These pieces rely on actor imagination, non-traditional setting and narrative, improvisation, storytelling, and physical theatre techniques. This course teaches students the necessary skills used in devising new solo and ensemble theatre performances.

**Credits:** 3

**THR 221: THEATRE PRACTICUM II**

A laboratory course in which students prepare productions for public performance by Theatre Converse. Emphasis is placed on the decision making process used throughout the various phases of production from script analysis through to the final performance. Students register in specific areas of responsibility by course sections as follows: Section 1- Scenery; Section 2- Costumes; Section 3-Lighting; Section 4- Production Support. Please consult a member of the theatre faculty at the time of registration if you have any question. Course may be repeated for credit since the content will change based on production needs. Offered in Fall and Spring Terms.

**Credits:** 1

**THR 229: FUNDAMENTALS OF THEATRICAL DESIGN**

This course explores the foundational principles and processes of design for theatrical production. Beginning with the basic elements of design, students will then explore the decision making process in scenic, lighting, costume, and sound areas with special consideration for the interrelated qualities of these elements.

**Credits:** 3

**THR 230: SCENIC DESIGN**

Through lectures, demonstrations and class projects, this course covers the aesthetics and conventions of scenery design for the theatre. Emphasis will be placed on the development of design ideas resulting from script analysis, research techniques, drafting, drawing and models. The interrelationship between the theatre design areas will also be emphasized. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

THR 229 Fundamentals of Theatrical Design.

**THR 231: LIGHTING DESIGN**

This course covers all aspects of lighting design for theatre. Through lectures, demonstrations, hands-on projects, topics include: script analysis, electrical theory, control, distribution, instrumentation, color theory, movement, plus the development of a light plot and associated paperwork.

**Credits:** 3

**Prerequisites:**

THR 229 Fundamentals of Theatrical Design.

**THR 232: COSTUME DESIGN AND CONSTRUCTION**

Through lectures, demonstrations, and class projects, this course covers the aesthetics and conventions of costume design for the theatre. Emphasis will be placed on the development of design ideas resulting from script analysis, clothing history research, figure drawing, color theory, fabric knowledge, and adapting existing garments, as well as the development of a costume portfolio and costume production paperwork. Offered in alternate years.

**Credits:** 3

**Prerequisites:**

THR 229 Fundamentals of Theatrical Design.

**THR 250: Dramaturgy**

Dramaturgy is the process by which a written text, artifact, or event is brought to life on the theatrical stage. As a professional theatre artist and member of the production team, a dramaturg combines knowledge of theatre and world history, playwriting, translation and script analysis, and performance practices such as directing in order to: research, examine, and share knowledge of the text of the play script, translation issues and options, the play's original societal context, and any information that assists the director, actors, designers, or audience in understanding the theatrical performance. This course will investigate the history and development of Dramaturgy in European and later U.S. theatre and the contemporary function of the dramaturg in professional and academic theatre settings.

**Credits:** 3

**Prerequisites:**

THR 102 Script Analysis, or by permission of the instructor.

**THR 299H: INTERDISCIPLINARY HONORS COURSE**

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

**THR 303: SPECIAL TOPICS IN PERFORMANCE**

An in-depth study of one specific area of theatrical performance. Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**THR 304: SPECIAL TOPICS IN PRODUCTION**

A study/workshop course that is focused on one specific problem or aspect of technical theatre production. Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**THR 304 : Special Topics: Puppetry Class**

This Special Topic course introduces students to the art of puppetry as a form of theatrical storytelling. In addition to exposure to a variety of puppetry forms, students will have the opportunity to design and build puppets based on their newfound knowledge. Students will read a number of playscripts that either incorporate puppetry or use it exclusively as the mode of staging. The course culminates in production portfolio presentations and scene selection performances.

**Major, Minor, Elective credit.**

**Credits:** 3

**Prerequisites:**

Permission of the instructor.

**THR 305: SPECIAL TOPICS IN DRAMATIC LITERATURE**

This course is focused on one specific aspect of dramatic literature, such as a playwright or an historical period. Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.

**Credits:** 3

**Prerequisites:**

Permission of instructor.

**THR 315 : Acting: Advanced Michael Chekhov Technique**

This studio course continues the exploration of the psychophysical Movement training of the Michael Chekhov Acting technique, deepening students' understanding and practice. Emphasis on Advanced Composition tools and the development of students' leadership voice in the studio through curricular assigned teaching opportunities. May be repeated once for credit. Priority will be given to Majors and Minors.

**Major, Minor, Elective credit.**

**Credits: 3**

**THR 318: ACTING: THE SONG**

This course will focus on the storytelling aspect of singing, specifically, related to musical theatre. Students will work pieces from the musical theatre canon, ballad and uptempo, traditional and contemporary Exploring the text and using acting techniques, students will learn to develop engaging characters and truthful stories while singing. Offered in alternate years.

**Credits: 3**

**THR 350: DIRECTING I; FUNDAMENTALS OF DIRECTING**

This course explores leadership in theatrical productions and the skills required in contemporary directing practice. Student laboratory work will consist of solving directorial challenges and working with student artists in the creation of scenes. Students will also practice skills in script analysis, stage composition, actor coaching, communication, and collaboration. Fall term.

**Credits: 3**

**Prerequisites:**

THR 102, 115, and 201 or permission of instructor.

**THR 391: PLAYWRITING**

A course designed to give the student the basic understanding and practical experience in the craft of playwriting. The course will culminate in the development of an original one act script. Offered in alternating years. Writing Intensive.

**Credits: 3**

**THR 399: PROFESSIONAL DEVELOPMENT SEMINAR**

This course is for Junior Theatre and Musical Theatre majors, and explores professionalism, graduate school opportunities, and performing arts career preparation. A major component of this course is the selection of and preparation for the Senior Capstone production. Offered in Spring.

**Credits: 1**

**THR 411: PROFESSIONAL INTERNSHIP**

This program is designed for students who plan a career in theatre. It offers the major an opportunity to observe and participate in the activities of a regional professional theatre. Students accepted for this program must receive a written recommendation from the chair of the theatre department. Pass/fail grading.

**Prerequisites:**

THR 100, 102, 202.

**THR 412: PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT**

This program is designed for students who plan a career in arts management. Students accepted for the program will observe and participate in the activities of an arts council or similar organization whose function is the management of an arts activity. Pass/fail grading.

**Prerequisites:**

Must have the approval of the chair of the theatre department.

**THR 418: ACTING; MUSICAL THEATRE WORKSHOP**

A fast-paced intensive studio course focusing on devising a Musical Theatre review; students will learn music and lyrics from multiple Musical Theatre scores with a thematic thru-line. Layering in blocking, choreography, and character development, the class culminates with a public performance of the new work. Offered in Jan term. May be repeated for a maximum of six credits.

**Credits: 3**

**Prerequisites:**

THR318 or permission of the instructor.

**THR 450: ADVANCED DIRECTING**

Advanced work in the directorial process will be covered. Topics of study include the directing of experimental works, musicals, non-realistic drama, and period work. The student's work will culminate in the performance of selected scenes from different genres.

**Credits:** 3

**Prerequisites:**

THR 350.

**THR 490: DIRECTED  
INDEPENDENT STUDY IN  
SPECIAL TOPICS**

This course is designed to allow the student to engage in independent research of personal interest. May be repeated for credit.

**Credits:** 1-3

**Prerequisites:**

Consent of the chair of the theatre department.

**THR 499: SENIOR CAPSTONE  
PROJECT**

This is an independent project that affords students an opportunity to work in depth on an aspect of a theatre production or project that reflects a student's area of emphasis within the major. These areas may include but are not limited to: directing, design, acting, management, etc. Working in conjunction with a faculty advisor, this capstone experience is meant to culminate four years of study and to prepare the student for real-world experience or continued study at the graduate level.

Capstone.

**Credits:** 2