

Undergraduate Catalog 2026-2027



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General Information

Certification and Discrimination Statements

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

A handwritten signature in black ink that reads "Boone J. Hopkins". The signature is fluid and cursive, with the first name "Boone" and last name "Hopkins" clearly legible, and "J." in the middle.

Signature of Authorized Official
Name: Boone J. Hopkins, Ph.D.
Title: President

Converse University does not discriminate in admissions or employment on the basis of race, color, sex, national or ethnic origin, age, sexual orientation, religion or disability.

Visitors

Converse University welcomes visitors. Administrative offices in Wilson Hall, Carmichael Hall, Blackman Music Hall, and the Carnegie Building are open from 8:00 am to 5:00 pm Monday through Thursday and 8:00 am to 1:00 pm Friday. 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

Academic Calendar 2026-2027

The academic year at Converse University consists of a 15-week Fall term and a 15-week Spring term. Click [HERE](#) to view the Fall 2026 and Spring 2027 calendars.

The University

Mission and Vision

Mission of Converse University

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

Vision of Converse University

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

About Converse University

Converse was founded in 1889 by citizens of Spartanburg, SC, who aimed to create an educational experience for women, and in fall 2020 it welcomed its first undergraduate co-educational incoming class. On July 1, 2021 Converse formally acknowledged its long-held university status with a name change to Converse University. Converse University encompasses the School of Business and Data Sciences, the School of Liberal Arts and Sciences, the School of the Arts, and the Graduate School. While Converse is now co-educational across all programs, through the programming of the Converse College for Women, we reaffirm the founder's conviction that a small, undergraduate, residential, liberal arts college is a uniquely powerful environment for developing women's talents.

The Founding of the University

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 University, 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 University, 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

Converse University's main campus is located in Spartanburg, 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.

In July 2018 Converse opened a location in Greenville, South Carolina at the University Center of Greenville. At this location, Converse offers select graduate programs to provide convenient access to students in the area and will help to fill Greenville's workforce development needs. The University Center of Greenville is a higher education collaborative of seven leading, accredited, and highly ranked South Carolina universities and colleges. The University Center's mission is to advance access and attainment of higher education degrees for the benefit of the citizens and economic community of greater Greenville, S.C. and the region at large.

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 University 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). Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Converse University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Converse holds the following accreditations and affiliations: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), NASM (National Association of Schools of Music), AMTA (American Music Therapy Association), NASAD (National Association of Schools of Art and Design), Women's University Coalition, Council of Independent Colleges, Athletics: National Collegiate Athletic Association (NCAA), Division II, Conference Carolinas.

The Marriage and Family Therapy program is accredited by COAMFTE (Commission on Accreditation for Marriage and Family Therapy Education), Interior Design program is accredited by CIDA (Council for Interior Design Accreditation) and accreditation for all professional education programs through the State of South Carolina.

Converse College for Women

The Converse College for Women (CCW) is an empowering living-learning community for undergraduate female students that focuses on mentorship, service, and leadership. As a sisterhood that spans more than one hundred and thirty years, our purpose is to live out our

Founder's Ideal to see clearly, decide wisely, and act justly. We do this through community events, engaging programming, women's-centered courses, and traditions that unite us.

Housed within beautiful Pell Hall, the Converse College for Women is a powerful force within Converse University. Converse is a special place where our students experience deep scholarship, transformative mentorship, experiential learning, and a wonderful support for and belief in each other. At Converse College for Women, we intentionally build upon this unique formula as we work together to serve others, to support women and girls, and to empower each student to find their purpose and change their communities for good.

By taking Women's College designated courses spread across your time at Converse, participating in our fun, monthly community events, and engaging in our annual traditions each year, you will:

- Be welcomed into a sisterhood that spans more than 130 years;
- Gain invaluable networking opportunities with passionate alumni who want to see you succeed;
- Feel empowered through close mentorship and goal-setting that helps you achieve your dreams;
- Find your place within the larger world through impactful service opportunities; and
- Share your unique power through leadership within a community that supports you.

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 University's environment. The offices that comprise the [Division of Student Development and Success](#) include Counseling Services, Health Services, Student Activities, Residential Life, Judicial Programs, Community and Belonging, Athletics, Community Service, Accessibility 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 in the Student Handbook. Ultimate authority of the Honor System and its outcomes resides with the President of the University.

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 University 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 funds activities, events, and services to impact student engagement.

Judicial Programs

Judicial Programs include the Honor Board, Civitas Council and the Appeals Board. These student judicial boards are comprised of students elected by the student body. Honor Board has jurisdiction over Honor Code violations, and the board is advised by the Assistant Vice President for Student Engagement and Dean of Students. Civitas Council has jurisdiction over Community Values violations, and the council is advised by the Director of Residential Life and Student Conduct. The Appeals Board is convened in the case of an appeal of a judicial decision or sanction and is advised by the Assistant Vice President for Student Engagement and Dean of Students. For a detailed description of case procedures and jurisdiction, see the Student Handbook.

Religious Life

Converse University recognizes the fact that religious and spiritual development is an important part of the educational process for many students. The University 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 University 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 University 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 University 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 Activities

The Office of Student Programming, located within the 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 and Homecoming Week. Student

Programming works closely with the Student Government Association (SGA) and directly oversees the Converse Activities Board (CAB).

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 the student's 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 University 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 University 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 University will admit to the traditional undergraduate program students who, according to the requirements for admission, are qualified to attend the University. 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.

Converse University reserves the right in its sole discretion to rescind any notice of acceptance or admission of any incoming student at any time prior to matriculation.

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 and Academic Advising staff 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.

Converse University may award academic credit from military service only after an official transcript from ACE (American Council on Education) is sent for evaluation. Credit is awarded on a case-by-case basis.

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 25 and older, who have been enrolled at Converse for less than four semesters or transferred to Converse with 60 or fewer credit hours taken within the last five years, 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 University—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 25

years old, or has their 25th birthday within the semester for which admission is requested, who has been enrolled at Converse for less than four semesters or transferred to Converse with 60 or fewer credit hours taken within the last five years, is eligible to apply. It is the policy of Converse to support non-traditional students and offer them a learning environment that is inclusive and an integral part of the broader University.

Steps in the application process include the following:

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 a 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.

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 University. When Converse II students complete at least 60 semester hours of work at Converse, they may graduate "with honors" when grade point ratios are 3.5 or above. Academic regulations are the same for Converse II students as for other students, **and it is the student's responsibility to know and fulfill curriculum requirements.**

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

Readmission of Former Converse II Students

Please see above regarding the 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 University 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 High-Level Examination (HL). University-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 University 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 University encourages the enrollment of students from other countries. Application processes, timeline, requirements, and materials, including the Declaration and Certification of Finances, are available on the University website.

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 University 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 University 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). 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 “course-by-course 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 University 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 University 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 the 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 the 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 are 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).

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 University based on athletic ability, talent, and academic qualifications.

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

Readmission of Service Members

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

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

Undergraduate service members will be eligible to re-enroll into their program and academic catalog so long as they return within that academic year. Students who are away from the University longer than that one academic year are eligible for re-enroll, but under a new catalog up to three years after their departure. After this time period, a service member must reapply to the University.

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

Student Financial Services

Student Financial Aid and Student Accounts

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 \$50,240
Includes tuition of \$35,716
and room and board of \$14,524

Room and board fee includes high-speed internet access and laundry facilities

Student Government Association (SGA) Fee of \$225 per semester.

All new students (freshmen and transfers) will be assessed a matriculation fee of \$365 in their first semester of enrollment.

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

Schedule of Payments

For new and transfer students, a non-refundable reservation fee of \$200 (to be applied toward tuition) is due by May 1st.

For returning students, a non-refundable reservation fee of \$150 (to be applied toward tuition) is due on or before the Friday before Spring break each year.

Tuition and Fees Due Dates

Fall Term - refer to the Fall Academic Calendar for the bill due date

Spring Term - refer to the Spring Academic Calendar for the bill due date

MayMester & Summer Terms - refer to the Academic Calendar for the bill due date

Commuting Students

Comprehensive Fees \$39,966
Includes tuition of \$35,716
Commuter Fee \$1,250

Student Government Association (SGA) Fee of \$225 per semester.

All new students (freshmen and transfers) will be assessed a matriculation fee of \$365 in their first semester of enrollment.

Schedule of Payments

For new and transfer students, a non-refundable reservation fee of \$200 (applied toward tuition) is due by May 1st.

For returning students, a non-refundable reservation fee of \$150 (applied toward tuition) is due on or before the Friday before Spring break each year. The reservation fee is non-refundable if the student decides not to return to Converse in the next academic year.

Tuition and Fees Due Dates

Fall Term - refer to the Fall Academic Calendar for the bill due date

Spring Term - refer to the Spring Academic Calendar for the bill due date

MayMester & Summer Terms - refer to the Academic Calendar for the bill due date

The University accepts VISA, MasterCard, Discover Card, and American Express for tuition and fee payments. For more information, contact Student Accounts at 864.596.9032 or 864.596.9592. Payments may also be made through the student or parent portal online at my.converse.edu.

SPECIAL FEES

Student Government Fee	\$450
Converse II tuition (per hour)	\$575
Part-time undergraduate tuition (per hour)	\$1,350
Converse II access fee (Fall & Spring semesters)	\$80
Converse II access fee (Summer terms)	\$50
Late registration fee	\$50
Drop/Add fee, per course.	\$20
Directed Independent Study (per hour) Converse II	\$450
Transcript fee	\$15
Audit fee (per class)	\$75
Super Single Room Fee (annual)	\$2,000
Course Overload (per hour over 19 hours - charge is per credit hour over 19)	\$500

Matriculation Fee (New Freshmen & Transfers, one-time payment) \$365

Converse alumnae who are below the age of 24, have graduated from Converse University, 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 the student has a diploma. These fees are not available to students who have not completed their early commencement requirements or who are returning to Converse to fulfill the hours required for diploma completion.

ADDITIONAL COURSE FEES

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

Music Lesson Fees

Fee for students taking one hour lesson per week

Fall Term \$530
Spring Term \$530

Fee for students taking one half-hour lesson per week

Fall Term \$265
Spring Term \$265

Teacher Education Fee

The 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 MayMester/Summer terms). When Converse receives a bill from the other institution, Converse will bill the student for the cost of the other institution's program and the administrative fee. Converse will remit payment to the other institution only after receiving payment in full from the student.

Students participating in a study-travel program led by a Converse University professor must cover the program's costs, in addition to regular

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 University, he/she is not entitled to any refund of fees, or cancellation of any sum due and payable to the University.

If a student withdraws from the University during the first four weeks of the semester, tuition will be refunded according to the following schedule:

Through the first Friday after the first day of class - 100% refund

Through the second Friday after the first day of class - 75% refund

Through the third Friday after the first day of class - 50%

Through the fourth Friday after the first day of class - 25%

After the fourth Friday after the first day of class - 0%

All students withdrawing must submit the appropriate paperwork to the designated officials before a refund will be granted. Please contact the Office of the Registrar for details.

Students withdrawing in Summer Term should refer to the current year's academic calendar (available at www.my.converse.edu) for refund dates.

Delinquent Accounts

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

1. Will not provide a diploma.
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 to collect a past-due balance have been made, accounts will be referred to a collection agency. In the

event of collection, whether through a lawsuit or otherwise, the student is responsible for all fees associated with such collection, which may be up to 25%. The student is also responsible for any attorney fees and court costs. In addition, interest at 18% per annum will be charged on outstanding balances. Students should understand that their financial obligation to Converse University constitutes an educational loan, which is used to finance their education and is not dischargeable in the United States Bankruptcy Court.

4. It is the student's responsibility to drop a course from their schedule; if they fail to do so, they will be responsible for all tuition and fees associated with 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** before registration in subsequent semesters. Still, any amount due from the VA will not prevent registration. Inquiries concerning Veteran Benefits, permission to certify, etc., should be directed to the Veteran's Services Coordinator in the Student Financial Services Office.

Miscellaneous

Students desiring to register for less than a full course of study should consult Student Accounts for rates and terms and Student Financial Aid to discuss the impact of part-time enrollment on financial aid awards.

Students may use their financial aid credit to purchase textbooks at the campus bookstore (up to \$1,000). Students with bookstore credit will be notified by email when their book voucher is ready to use. Students may not use their financial aid book voucher to purchase apparel or personal toiletries. The bookstore is located in the Montgomery Building.

A service fee of \$20.00 is assessed each time a check is presented to the University and subsequently returned due to insufficient funds.

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

Student Financial Aid & Scholarships

Converse University is 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 University 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 <https://www.converse.edu/admissions/undergraduate/financial-aid/> 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 Student Financial Aid.

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 <https://www.studentaid.gov>. The student and parent (if dependent) should apply for a Federal Student Aid (FSA) ID prior to starting FAFSA on the Web so that the application can be signed electronically and tax information can be transferred from the IRS. Students and parents may obtain an FSA ID at <https://studentaid.gov/fsa-id/create-account/launch>. 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 University as one of the schools to receive your information. Converse's Title IV school code is **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 2023-2024 academic year, you

and your family will use your 2021 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 from Student Financial Aid. Items needed may also be viewed through 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 or on our website at <https://www.converse.edu/admissions/undergraduate/financial-aid/>. Once the student's file is complete, the student will receive a financial aid offer. Students may also view all financial aid awards through my.converse.edu under Financial Aid and Financial Aid Awards. The University begins financial aid packing and notification of award offers as soon as possible each year.

Communication with Students

The majority of communications from Student Financial Aid will be sent to the email address listed on the FAFSA and/or the Converse email account. To ensure you receive all communication from Student Financial Aid, please remember to let us know of any mailing address or email address change. Student Financial Aid staff are here to assist you with any questions you may have. You may call us at 864.596.9019 or email financialaid@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 information on the FAFSA and the cost of attendance. 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 University.

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 & Spring semesters). The indirect costs (the costs not paid to Converse University) 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:

Traditional	On-Campus	With Parent	Off Campus
Tuition	\$35,716	\$35,716	\$35,716
Housing & Food		\$0	\$0
Living Allowance	\$14,524	\$3,630	\$16,180
	\$1,360		
Commuter Fee		\$1,250	\$1,250
Books & Supplies	\$620	\$620	\$620
Personal	\$1,850	\$1,850	\$1,850
Transportation	\$1,070	\$2,000	\$2,000
Average Loan Origination Fee	\$56	\$56	\$56
SGA Fee	\$450	\$450	\$450
Total	\$55,646	\$45,572	\$58,122

Converse II	Off-Campus
Tuition - based on six credit hours per semester	\$6,900
Fees	\$160
Living Allowance	\$16,180
Books & Supplies	\$620
Personal	\$1,850
Transportation	\$2,000
Average Loan Origination Fees	\$56
Total	\$27,766

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 the student or provides maintenance (except for unsubsidized Direct Loans), 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 University and are recipients of federal financial aid will have their financial aid eligibility recalculated based on the number of days they actually attended class, in accordance with the Return of Title IV Funds policy below. Recipients of SC State Aid will have their eligibility recalculated in accordance with the policies and procedures of the awarding agency.

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.

Converse University Return of Title IV Funds Policy

Effective Date: May 23, 2023

Last Revision Date: May 23, 2023

Responsible Party: Associate Vice President for Student Financial Services
Associate Director of Student Financial Services

Policy and Purpose

To establish the guiding principles, basic terms, and administrative authority for compliance with federal regulations for returning Title IV financial aid when a student withdraws or takes a leave of absence during an academic term in accordance with federal rules, regulations, policies, and procedures (**34 CFR §668.43, 34 C.F.R. §668.22; 34 C.F.R. §668.164**)

Policy Statement

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.

Procedures

If any funds are to be returned after the Return of Title IV aid calculation, 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 reversed/return after a financial aid refund has been issued or if the R2T4 results in a balance due to the University, the student will be responsible for repaying any balance due. Any student who owes a repayment to the University will have a hold placed on all academic records which prohibits graduating, obtaining an academic transcript or diploma, or registering for future terms. The student is also prohibited from receipt of any further disbursement of Title IV aid until the debt is paid. Delinquent accounts will be sent to collections sixty (60) days after default.

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 Student Financial Aid 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 Student Financial Aid Office will place a hold on all student records.

Determination of Withdrawal Date

- **4.1 Official Withdrawals**

The date of withdrawal for a student who officially withdraws from the University will be

determined by the last date of attendance at an academically related event as noted by the student on the University Withdrawal Form.

- **4.2 Unofficial Withdrawals**

Title IV financial aid recipients who fail to withdraw but stop attending classes (or do not successfully complete at least one class) are considered **unofficial withdrawals**. The Return of Title IV Funds Policy requires Converse to calculate “earned” financial aid based on the last date of attendance at an academically related event. This date is determined by the latest attendance date entered by the student’s faculty members during the final grading period. If the student unofficially withdrew prior to the 60% point of the term, the student will be billed for any outstanding charges due as a result of the Return of Title IV Funds. Unofficial withdrawals are processed **no later than 45 days** of determining that a student was an unofficial withdrawal.

- **4.3 Return of Funds to the Federal Title IV Programs**

All Title IV funds will be returned to the financial aid program(s) no later than 45 days after the University determines that a student has withdrawn.

Credit balances when a student withdraws from the University

The University must determine the correct Title IV credit balance, considering the results from both the Return of Title IV calculation and the institutional refund calculation. If after the Return of Title IV Funds and the institutional refund calculations are applied to a student’s account a credit balance exists, the credit balance will be disbursed to the student as soon as possible but no later than 14 days after the date that the Return of Title IV calculation is performed.

Post-Withdrawal Disbursements

A student who receives less Title IV financial aid than earned will be offered a disbursement for the amount of earned aid that was not received. Any post-withdrawal disbursement made must meet the required conditions for late disbursement.

When processing a Return of Title IV funds, grant funds that were not disbursed but could have been disbursed are considered “aid that could have been disbursed.” Loan disbursements that

have been originated, but not disbursed are considered as “aid that could have been disbursed.” For Title IV Loan aid, the student must have completed the required Federal Direct Loan Entrance Counseling and Federal Direct Loan Master Promissory Note.

- **6.1 Disbursement of Title IV Grant Funds**

Post-withdrawal grant disbursements will be credited to a student’s account for outstanding allowable current semester charges or paid directly to the student if a credit balance is due. The University is permitted to credit any Title IV financial aid grant funds to the student’s account without the student’s permission. The University will disburse the Title IV grant financial aid to current charges to the student’s account no later than 45 days after the school’s determination that the student withdrew.

- **6.2 Disbursement of Title IV Loan Funds**

Post-withdrawal loan disbursements will be credited to a student’s account for outstanding allowable current semester charges or paid directly to the student (or parent for a Direct Parent PLUS Loan). Prior to making any disbursement, the student/parent must be notified in writing within 30 days of the University’s determination that the student withdrew. The post-withdrawal notification will identify the type and amount of the funds. If loan funds are available, the University will explain in the post-withdrawal notification that the student/parent has the option to accept/decline all or part of the loan. The post-withdrawal notification will also inform the student/parent that a response must be received within 14 days of the date of notice. If the University does not receive a response, no further disbursement will be made. If the response is received in a timely manner, the funds will be disbursed within 30 days.

Treatment of Non-Federal Financial Aid

Non-Title IV financial aid such as University grants and scholarships, SC State Financial Aid, and outside private financial aid will be adjusted based on the University’s tuition refund policy and schedule (see each term’s Academic Calendar). For example, if a student withdraws during the 25% refund period, 25% of all institutional aid will be reversed from the student’s account. SC State Aid will be

recalculated based on the rules, regulations, policies and procedures of the SC Commission on Higher Education. Private grant/scholarship aid will be reversed based on the policies of the donor of the private financial aid funds (some donors may require the return of 100% of their financial aid).

Administrative Authority

- **8.1 Basic Terms and General Management Procedures**
- **8.1(a) Basic Terms**

The Associate Vice President for Student Financial Services has the authority to establish and modify the basic terms for the Return of Title IV Funds in accordance with federal regulations.

- **8.1(b)** The Associate Vice President for Student Financial Services has the authority to develop and maintain general management procedures terms for the Return of Title IV Funds in accordance with federal regulations.

This information is designed to assist you in understanding the federal, state, and institutional regulations and policies for enrollment and financial aid eligibility.

Only courses required for degree completion can be used to determine your financial aid eligibility for federal, state, and institutional financial aid such as **Federal Pell Grants, Federal Work-Study, Federal Direct Loans, Institutional financial aid, and SC State Scholarship Programs, and SC Tuition Grant.**

Student Financial Services is here to help you understand how these rules apply to your status as a full or part-time student. For financial aid, you can be enrolled full time, but be considered part-time for financial aid.

If a course you are taking does not count toward your degree, the course **is not financial aid eligible.**

Why are these rules important?

Federal, state, and institutional financial aid is intended to assist students in earning a degree. Eligible credit hours are classes that count in your program of study for your declared major and minor. Taking course that are not required to complete your degree could result in you

receiving less or no federal/state/institutional aid or owe money back to the University. Courses that are not eligible cannot be counted toward your enrollment status.

What can you do to ensure you are receiving the maximum financial aid for which you are eligible?

These are things you should do to ensure you qualify for the maximum amount of federal, state, and institutional financial aid possible:

1. Declare your major and minor as soon as possible.

It is essential that your major and minor are **officially** declared and noted on your academic transcript. If you want to declare or change your major/minor, you should meet with your academic advisor so that you can make an official declaration/change. **Please note:** Changes in majors/minors may result in the loss of program-specific institutional financial aid. You **must be enrolled in a minimum of twelve (12) degree-seeking credits to be eligible for institutional financial aid. It will not be prorated for part-time status.**

You must be enrolled in a minimum of six (6) degree-seeking credits to be eligible for Federal Direct Loans.

Financial Aid enrollment status can only be determined based on the officially declared major and minor as noted in your student record.

2. Financial Aid Award Assumptions

Financial aid awards assume that students will enroll full-time in degree-eligible coursework during the fall and spring semesters.

Your financial aid award requires Converse to calculate a cost of attendance (COA) for the semester. You COA is based on the degree-eligible credit hours for which you enroll - that is,

the number of credit hours that you are enrolled in that apply toward your officially declared program of study and minor.

3. Maintain your eligibility

Remember that dropping courses, taking a leave of absence, withdrawing, or not attending your courses can negatively impact your eligibility for current and future financial aid. Please refer to the following:

[Satisfactory Academic Progress Policy](#)

[Return of Title IV Funds Policy](#)

4. Partner with your Academic Advisor

It is important to develop your course schedule after consultation with your academic advisor each semester. **Do not self-enroll without consulting with your advisor.** You are accountable for the courses you register for. If your current academic program is incorrect, take the appropriate steps to change your major/minor.

5. Consult with Student Financial Aid **before** dropping/adding courses and/or withdrawing or taking a leave of absence, which may have a significant impact on your financial aid eligibility. It is important that you seek the guidance of Converse's Student Financial Aid administrators.

What are the impacts of these regulations on students?

Financial aid is awarded on the assumption that students will be enrolled full-time in eligible coursework during the fall and spring semesters. Students may only receive federal and state financial aid for course work **that counts toward the officially declared major and minor.** Students in fewer than twelve (12) degree-seeking credit hours may have their federal, state, or institutional financial aid reduced or canceled.

Students may not fill their schedule with non-program courses to extend their enrollment or to meet full-time credit hour requirements for financial aid. Courses **must be applicable to the declared major/minor.**

What are the types of Federal and State Financial Aid?

Federal Financial Aid includes Federal Pell Grant, Federal Direct Loans (Subsidized/Unsubsidized/PLUS), Federal SEOG Grant, Federal TEACH Grant, and Veterans Administration (VA) benefits.

State Financial Aid includes SC HOPE, SC LIFE & LIFE Enhancement, SC Palmetto Fellows & PF Enhancement, and SC Tuition Grant.

Important Resources

StudentAid.Gov

[Converse Center for Academic Support & Success](#)

[Converse Student Financial Services](#)

Status and Repeated Courses

Enrollment status can only include courses required for graduation or as prerequisites for program-required courses. 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 twice, that course cannot count toward 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 they are enrolled in. Students who are not full-time pay less 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.

All terms in a summer semester are combined to determine the enrollment status for that semester. Full-time status is defined as enrollment in at least 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.

Please note: Students should always meet with a representative from Student Financial Services

before withdrawing or dropping courses. Course drops can result in the reduction of federal loan financial aid in future terms.

How a Student Receives Assistance

A student who applies in time and is eligible can use financial aid (excluding Federal Work-Study) to pay tuition and fees and to make book purchases (if there are excess funds available). Excess funds after direct costs have been paid will be refunded to the student. All financial aid awards are considered estimated or anticipated until the aid is disbursed to student accounts.

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 University 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 for summer. 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 Financial Aid Application.

Summer funding is limited and not all funds are available during the summer. Federal Pell Grant recipients **may be** eligible for additional Pell Grant funds (terms and conditions apply). Students who have borrowed their annual limit in Federal Direct Loans will not have additional eligibility for summer.

Questions concerning summer financial aid should be directed to Student Financial Aid at 864.596.9019 or financialaid@converse.edu

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. Student Financial Aid must monitor the progress of all students to ensure that they are making satisfactory progress toward completion of their program in a reasonable period of time. This policy is in addition to the academic standards required by the University. The cumulative review determines the student's eligibility for financial assistance based on the student's 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.

The University's Satisfactory Academic Progress Policy can be found here: [Satisfactory Academic Progress Policy](#)

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 Student Financial Aid Appeals Committee.
- The number of appeals will be limited to two (2) per student and forms may be obtained from Student Financial Services.
- Appeals must include an academic plan signed by the Associate Provost for Student Success detailing the requirements the student must meet to ensure SAP standards are met by a specific time and to ensure the students progressing to graduation. Appeals for an extension to the maximum timeframe should include the remaining classes needed to graduate and the anticipated graduation date. Approvals to the maximum timeframe are only granted with **extreme extenuating circumstances**.
- Appeals also must include a **detailed typewritten 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, or other extenuating circumstances directly affecting academic performance.

- If the Student Financial Aid Appeals 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, the student 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, the student 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, the student 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 University 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 the student from meeting the stipulations.
- Examples of acceptable extenuating circumstances include prolonged hospitalization during the probationary period, death in the family during the probationary period, or other extenuating circumstances directly affecting academic

performance. Because a student is aware prior to the probationary period that they 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 in 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 Program provides low-interest loans made by the U.S. Department of Education. To determine eligibility, a student must complete a FAFSA and the University'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, meaning it will be added to the principal. 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 accrues, loan payments will be lower.

A student must be enrolled in at least 6 credit hours each semester to be eligible for a Federal Direct Loan. **Loans will be prorated for any enrollment less than 12 credit hours per semester.** Students who drop below full-time **at any time** during a semester will have their loan eligibility recalculated for any future term(s) in the academic year.

Repayment begins six months after graduation or dropping below half-time enrollment. This six-month period is referred to as a grace period. The Financial Planning Office will counsel students on the types of loans for which they are eligible and the amounts they may borrow.

Before a loan is available, the student must complete an online **Direct Loan Entrance Counseling** session and sign a **Master Promissory Note (MPN)**. These requirements are completed online at <https://www.studentaid.gov> using the **STUDENT FSA USER ID**.

Federal Direct Parent Loan for Undergraduate Students (PLUS Loan)

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 **or \$20,000** annually (whichever is less). Parents may borrow **no more than \$65,500** cumulatively per dependent student during their college career.

Parents must apply online at <https://www.studentaid.gov> using the **PARENT FSA USER ID**.

Teacher Education Assistance (Federal TEACH Grant)

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 at a public or private elementary or secondary school serving 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 TEACH Grant amounts 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.

Students must:

1. Have officially declared a TEACH Grant Eligible major
2. Have taken and passed the Praxis I test
3. Maintain a cumulative 3.25 GPA

For more information about the Federal Teach Grant, please [click here](#).

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 demonstrate financial 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. The deadline for applying is August 1st 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 the student's senior year. Additional information and applications are available through the high school guidance office or at 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 (22 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.

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.

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.

Veterans Educational Benefits & Services

Eligible veterans can receive assistance by applying for education benefits through Converse's VA Certifying Official in Student Financial Aid. 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 Student Financial Aid at 864.596.9019 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 served 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 University. See Academic Progress Standards in this Catalog. A student receiving VA benefits who are 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 School Certifying Official of any address change by completing the address change form.

Advanced Payment Request

Converse University does not receive advance payment.

Class Attendance

VA students must adhere to the attendance policy established by the University.

Drops and Withdrawals

VA students must report course drops or a term withdrawal to the School 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 University’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 the student for the pursuit of that course from the start of the term - not just from the date the student 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 with the Registrar’s Office and notify the School Certifying Official **immediately**. 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 that 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.

Converse University School Certifying Official

Beverly Lowrance
Associate Director for Student Financial Services
& Veterans Benefits Coordinator
Wilson Hall, Room 209
864.596.9511
beverly.lowrance@converse.edu

For more information on Veterans Services, please [click here](#).

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 University. To be awarded, the student must be on the list from CHE.

Endowed Academic Scholarships

Converse University 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 University 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 University. 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
 James 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 University 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 Academic Calendar

The academic year is divided into two terms: Fall and Spring Terms. The Fall and Spring Terms are approximately 13.5 weeks in length. Students normally enroll in 12 to 16 hours in the Fall and Spring Terms. Students must enroll in an adequate number of hours to make satisfactory progress toward a degree and for financial aid purposes.

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.
5. Students with a Q grade who are found guilty of an Honor Board violation are not eligible for the Dean's List.

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.

Academic Advising

The Converse University 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 a major upon entering Converse. In that case, the student 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 the student may work with the major advisor during the advising period for Spring term. If the student does not declare a major upon entering, the student may do so at any time, during Spring term 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.

The Curriculum

To prepare students for full participation in their society, Converse University offers a coherent academic program that encompasses a variety of educational experiences. All students complete a sequence of general education courses that comprise the Converse Core. 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 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 University 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.

Career and Pre-Professional Programs

The faculty of Converse University believes that studies in the liberal arts provide the best preparation for career and pre-professional training. In addition, the University 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.

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 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 University is by invitation to first-degree seeking Converse II students with a minimum of 24 graded semester hours earned at Converse University 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 University. The purpose of the Society is to encourage scholarship among the students of Converse University and to honor by election to membership in the Society those seniors, not to exceed ten percent of the graduating class, who have demonstrated superior scholastic attainment throughout their entire college course. To be eligible for election, students must be candidates for a bachelor's degree in the liberal arts and sciences. Criteria for selection to Gamma Sigma are based on the Phi Beta Kappa standards.

Kappa Delta Pi

International Honor Society in Education fosters excellence in education and promotes fellowship among those dedicated to teaching. Using a variety of programs, services and resources, Kappa Delta Pi supports and advances educators throughout the phases and levels of their teaching careers. Their mission is to prepare all learners for future challenges. To be eligible, students in education program must be in their Junior year and have a 3.0 GPA.

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.

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 University in the formal ceremonies of the academic year, including Formal Opening Convocation, Founder’s Day, Baccalaureate and Commencement, where they add order and dignity to the proceedings.

The Mickel Library

The Mickel Library holds some 200,000 books, scores, music recordings, DVDs, microforms, and other materials. It currently provides a variety of online resources, including over 39,500

periodicals in full text, 429,000 eBooks, and thousands of reference works. These resources are accessible 24 hours a day.

The library is open 85 hours per week whenever classes are in session during the academic year. Reference / “Ask a Librarian” and interlibrary loan services are available on weekdays.

Computers and Wi-Fi are provided around the building for access to the library’s website, the Internet, and software. Notable spaces include the Music Library and two learning commons for individual study and collaboration. Archives and Special Collections, the Writing Center, and the Center for Academic Excellence are also housed in the library building.

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](#).

Programs for Study Abroad

Travel

Converse occasionally offers unique opportunities over Spring Break, Summer Break and Fall 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, and New Zealand. Recent examples include a trip to Italy to study art and Austria to study German and music history.

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 University. Applications for the 2021-22 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 University. 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 Sally Harmon 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.

Writing Center

Located on the second floor of the Mickel Library in Suite 204, the Writing Center provides writing assistance for any academic subject to all students enrolled at Converse. It offers flexible support, including both face-to-face and online help. In addition, any student who wishes to enhance their skills, independent of specific coursework, or have a friendly reader for their newest poem, essay or story, can find assistance in the center. The Writing Center offers assistance with learning 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. Peer Consultants at the Writing Center do not simply proofread papers; they actively nurture their clients' writing processes, serve as a thoughtful trial audience, and help students learn to identify and correct their own errors.

Questions can be directed to writingcenter@converse.edu. Appointments can be booked by visiting <https://converse.mywconline.com/> and selecting the "Writing Center" schedule after registering.

Academic Regulations

Academic Degrees

Converse University 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 different degree types, but they should speak with their advisers to plan accordingly. It is the responsibility of each student to know and understand the requirements for the completion of the degree.

Academic Standards

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

Academic Probation

Semester Hours Attempted Probation if cum. GPA is less than	
0-24	1.75
25-56	1.90
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 in the subsequent fall or spring term. This is not the cumulative GPA, but the GPA attained during the probationary period. Failure to earn the minimum probationary GPA (2.0) may result in disqualification. 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 to advance to the next classification.

Academic Disqualification

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

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 University’s federal Satisfactory Academic Progress policy to remain eligible. See Satisfactory Academic Progress (SAP) under Financial Planning and Scholarships.**

Requirements for the Bachelor’s Degree and Minors

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 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 “The Converse Core: The University’s General Education Program.”

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.

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 University permits interdisciplinary minors, which require a minimum of 21 credit hours in planned programs between two (or more) departments. **Students pursuing a major and minor with shared course requirements must**

take a minimum of 8 hours beyond the major program (i.e., a minimum of 8 hours of course credit must be unique to the minor and not included in the major).

Students may select a major, major and minor, or double major as early as the fall term of the freshman year or during the sophomore year. The student completes the [“Declaration of Major”](#) form online through my.converse (found under the “Students” tab). The same form is used to make future changes to a program of study (e.g. dropping a major, adding a minor).

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 Vice President 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 University. Under special circumstances, and with approval of the Provost, this requirement may be modified.

In addition to the academic and residency requirements, the University requires as a condition for the awarding of any diploma, the payment of all fees and fines owed to the University; 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.

The Converse Core: The University's General Education Program

At the inception of our institution, Dexter Edgar Converse articulated a vision of an educational experience that would transform and empower graduates to “see clearly, decide wisely, and act justly.” The **Converse Core** celebrates this liberal arts ideal by equipping all students with a broad-based understanding of the natural and social dimensions of the world, the intellectual and practical skills to successfully navigate and change that world, and the capacity to take personal and social responsibility in their lives and communities.

The Core applies to all undergraduate students who matriculate at Converse starting in Fall 2025 (**Note: Students who matriculated before Fall 2025 will follow the general education program as outlined in the academic catalog that coincides with their entry year**). Students complete one of three Core models (Essential, Foundational, or Comprehensive) based on their selected major. Each model consists of at least 30 hours of general education coursework and requires students to complete at least one math/natural science course, one social science course, and one fine arts/humanities course. The requirements of each specific model are outlined below (Table 1), and the courses that fit into each category can be determined by reviewing the [Core matrix](#). Additionally, the model selected by each department is included (Table 2).

Note: Students pursuing a major that has adopted the Essential model should consult their program advisor to determine specific Core requirements.

Table 1: The Converse Core Models

Converse Core Categories		Hours Required Per Core Model		
		Essential	Foundational	Comprehensive
1A	Textual Analysis	Elective	6	6
1B	Natural Sciences	4 or a Quant/Math Course	4	4
1C	Social Sciences	3 or Humanities	3	6
1D	Arts	Elective	3	6
1E	Humanities	3 or an Arts Course	3	6
2A	Writing	Elective	6	6
2B	Quantitative and Mathematical Reasoning	3 or Natural Science	3	3
2C	Data Literacy	Elective	3	3
2D	Non-English Language	Elective	6	8
3A	Community and Global Responsibility	Elective	3	3
3B	Culture and Diversity	Elective	3	3
Total Hours		30*	43	54

Table 2: Core Model by Department

Model Selections by Program		
Essential	Foundational	Comprehensive
Art & Design	Creative Writing	Child & Family Studies
Education (All)	Econ, Acct. and Business (All Programs)	Communications and Media Studies
Music Performance	English	German Studies
Music Therapy	Math & Computer Science (All Programs)	Health & Wellness
Music Education	Theatre & Dance (All Programs)	Hispanic Studies
Music Composition	BA - Music	History
BMA Contemporary Music		Natural Sciences (All Programs)
		Philosophy
		Politics
		Psychology

At Converse University, baccalaureate degrees require a minimum of 120 semester hours and the equivalent of four academic years. Post-baccalaureate degree programs require a minimum of 30 semester hours and the equivalent of one academic year.

The academic year is divided into three terms: Fall, January, and Spring. The Fall and Spring terms are approximately 13.5 to 15 weeks in length. The January term covers 20 instructional days within a four-week period with faculty meeting 36 contact hours for a three-credit lecture course and 72 contact hours for a three-credit studio/design course. *Summer terms vary in length and delivery; however, contact hours hold to the same total time requirements.*

Converse University uses a modified version of the credit hour as the official unit of measure for the assignment of academic credit. At Converse, the traditional in-class instructional period is a fifty-minute instructional hour. Courses are delivered in one of three modes:

1. **Traditional, Synchronous Delivery Mode:**

Each credit hour requires a minimum of one in-class instructional period per week (or its equivalent for courses scheduled one or two days per week) accompanied by an expectation of at least two sixty-five-minute periods of out-of-class student work per credit hour per week for each full semester of 13.5-15 weeks. Equivalent periods are observed in all synchronous instruction formats, including evening and weekend courses. In the January Interim Term, each credit hour requires a minimum of twelve in-class instructional periods accompanied by an expectation of at least two sixty-five-minute periods of out-of-class student work per credit hour.

2. Hybrid Delivery Mode: Hybrid courses combining online, asynchronous instruction and in-class, synchronous instruction meet in the classroom setting for a minimum of two sessions consisting of a total of at least four instructional periods. These courses require students to participate in online instruction each week that approximates the time requirements of traditional courses but base the credit hour assigned to the course on the satisfaction of learning outcomes equivalent in rigor and content to traditional courses.

3. **Fully Online, Asynchronous Delivery Mode:**

Fully online, asynchronous courses by definition do not (necessarily) meet as a class at set times. Online courses are delivered either within the general time frame of a regular course semester or within a special, seven-week term. In both cases, courses are designed and taught on a

learning outcomes basis, so that students advance in the course following assessment demonstrating systematic, engaged learning and specific course content accomplishments. Course material is sequenced so that the intended learning outcomes are achievable within the designated semester or term but in every case the outcomes are comparable to those of traditional delivery mode courses at equivalent credit hour levels.

In accordance with the *SACS-COC Policy Statement on Credit Hours* (June 2011; edited January 2012), Converse affirms that the credit hour represented in its modified instructional period and accompanying expectations is based on “intended learning outcomes...verified by evidence of student achievement” [1] that reasonably approximate the federal definition of a credit hour. Converse holds the view that learning outcomes are the most important consideration in assessing the success of academic coursework in all delivery modes. Academic programs are assessed annually at Converse and learning outcomes in each program are assessed as part of a regular cycle, where each degree program is fully reviewed at least once every three years.

The slightly shortened in-class time (the fifty-minute instructional period) for traditional, synchronous delivery modes reflects the needs of complex schedules and student movement between classes without interfering with the intended learning outcomes and student achievement in each course. Converse understands the “Guidelines for Flexibility in Interpretation” of the federal standard in the *SACS-COC Policy Statement*, including that the federal definition “does not dictate particular amounts of classroom time versus out-of-class student work.”[2] Converse documents student learning outcomes and believes that the totality of in-class and out-of-class time in its official policy best serves the institutional mission and intended outcomes of the curriculum.

Science lab courses and studio courses meet more than the minimum stated in **a. Traditional,**

Synchronous Delivery Mode. Studio art and interior design lab one-credit term course represents 100 minutes (1.5 hours) of contact time each week. A three-credit term course meets for 300 minutes (5 hours) a week. There is the expectation of at least four sixty-five-minute periods of out-of-class student work per credit hour per week.

Directed Independent Studies are asynchronous courses by definition and do not meet as a class at set times. Course material is sequenced so that the intended learning outcomes are achievable within the designated semester or term but in every case the outcomes are comparable to those of traditional delivery mode courses at equivalent credit hour levels. In the Graduate School, a Directed Independent Study requires a minimum of six contact hours with the instructor.

Directed student teaching is for 12 credits at the undergraduate level *and 9 credits at the graduate level*. Students must complete 60 days, which is mandated by the SC Department of Education. This includes observation, participation, and teaching.

Students in the initial education programs must complete a minimum of 100 hours clinical experiences, which is mandated by the SC Department of Education.

Internships are typically 1 credit hour for every 40 hours worked at the internship site.

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 Vice President for Student Success or the Director of the Petrie School of Music to reschedule the last of the three exams for another day.

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 the student has applied to early commence, must have a 2.00 GPA in the 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 Vice President 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 University as ceremonial and symbolic. Students may not consider themselves graduates of the University in any legal or official sense until the Registrar of the University has certified that the students have met all the requirements for graduation.
8. Students who participate in early commencement cannot be recognized as qualifying for Latin honors at graduation, with the exception of music therapy majors who only lack the required 6-month internship.

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
NR	No grade reported
Q	Questioned Grade

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. 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.

INCOMPLETE GRADE

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.

QUESTIONED GRADE

A grade of Q indicates that there is a pending honor board case and a grade will be assigned once the case is resolved. Students who withdraw or take a leave-of-absence from the University with a pending honor board case may have their transcripts withheld until the honor code violation is resolved. Such students must resolve their case before the end of the following long term, or the course grade will automatically convert to an F. Exceptions to this policy may be granted by the Associate Provost for Student Success pending extenuating circumstances.

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 the midterm and final grades at my.converse.edu by entering the student's 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 an online transcript request from the student, through Parchment, our online transcript partner.

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 the 120 required credits for graduations on a Pass Fail basis at the student's discretion. The student and the student's 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 or higher.
 3. Permission of the student's 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 they plan 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 as well as written permission from the instructor.
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.

Retaking a Course

A student will be allowed to retake any course in which the student 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 the student 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.

Second Baccalaureate Degrees

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.

Registration and Enrollment

Students must properly register through the registration portal on my.converse.edu to assure they receive credit for the courses they attend. Registration for the Spring Term generally occurs in October while registration for Summer School and Fall Term occurs in April. Specific registration dates can be found in the "Advising" portal on my.converse. **A student must schedule an advisement conference with the student's adviser prior to registration each term.**

The full-time enrollment for a student is 12-16 hours for Fall and Spring Terms. Students will be required to enroll in no fewer than twelve semester hours in the Fall and Spring Terms, 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.

Accelerated Degree Pathway

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 their academic adviser and the Registrar.

Auditing

The purpose of auditing a class is to allow a student to study in a class without the pressure of grades, while indicating on the student's transcript that the student 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 students 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 and may not be part of a student's major.

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 will receive a grade of "AU" on their transcripts.

Policy on Student's Records

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

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. 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) 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 UNIVERSITY**.

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.

Cross Listed Courses

For cross-listed courses, the student will receive credit in the subject area that the student has chosen to register. Specifically, students will receive minor, major, or GEP credit(s) that are approved for the chosen subject. The student may not change the choice of course designation at a later date except by special approval of the Vice President for Student Success.

Directed Independent Study

While the University 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.

Overloads

Students may take more than the maximum normal number of hours (16) in the Fall and Spring Terms 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).
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) 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 Vice President 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.

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 Advanced Placement test of the University 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 [correlation document](#) or the Vice President for Student Success.

CLEP

Converse awards credit for the nationally standardized University-Level Examination Program (CLEP). Credit will usually be awarded with a score of 50 or better on these tests. CLEP examinations should be taken before a student matriculates at Converse. **Under special circumstances, a student may take a CLEP test after enrolling, but permission from the Vice President for Student Success is required before an examination is taken.**

International Baccalaureate

Converse University 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 Vice President for Student Success for particular questions.

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 University. 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 (A C- is not acceptable for transfer). Grades transferred from the summer school of another institution will not affect the grade-point ratio earned at Converse University and will not be used to move 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 University 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 (not C-) 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. Converse does not give or accept transfer credit for Military Officer Training credits.

Summer School at Converse

Converse University operates three summer sessions, one four-week term, one eight-week term, and one three-week term. Courses offered are chosen largely on the basis of student demand. Special fees are in effect for the summer session.

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

Alternate Year Courses

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

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.

A student may enter a course at a level higher than that normally permitted the student's class with the permission of the student's major professor or academic adviser and the instructor of the course. The University 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 colleges;
 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 fulfill their institution's 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 University 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 University. The University 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 University, the student participating in the pre-engineering program must complete and send to the Associate Dean of the University 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 University pre-engineering program director.

2. A three-year pre-engineering program of study will be developed by the Converse University faculty in consultation with the Clemson Associate Dean of Engineering and Science from courses offered at Converse University. This program of study shall include the general education courses required by Converse University and by the engineering curricula at Clemson University. A list of basic course requirements recommended by Clemson may be obtained from the pre-engineering program director. However, the specific course requirements to best prepare and facilitate progress toward graduation varies with engineering major. Specific pre-engineering programs recommended for various Clemson engineering majors are available at www.ces.clemson/dual-degree.
3. The total study program at Converse University shall include a minimum of 90 semester hours. Dual degree candidates shall complete all basic requirements at Converse University 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 University. 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 their 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 University academic official as having satisfactorily completed the academic requirements of Converse University as stated above.
5. Credit for courses in the approved pre-engineering program at Converse University 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 University academic advisors to coordinate the transfer equivalency of the Clemson and Converse University 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 University Registrar for their diploma.
7. Converse University 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 University will be encouraged to attend summer school at Clemson (or another engineering college) and take certain basic engineering courses in order to ease the transition into engineering coursework and facilitate timely completion of the engineering program. A list of recommended courses for each Clemson University engineering program is maintained at www.ces.clemson/dual-degree.
9. Conferences between the Clemson University engineering and Converse University 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 University 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 University does not provide transportation to off-campus classes and events.

Separation from the University

There are four categories of separation from the University:

1. Leave of Absence

A student in good standing may take a leave of absence from studies at Converse **for one academic term up to one full 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 academic year a student does not re-enroll, the student will automatically be withdrawn from the College.**

To be granted a leave of absence during a term, appropriate documentation must be completed prior to separation from the University. **Students who are requesting that a leave of absence be applied to a current semester have until two weeks before the end of any course during the regular term.**

Students who are granted a leave of absence during the term will 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**. Leave of absence requests filed after this time will result in grades that reflect work completed by that point in the term. Students who do not complete documentation may receive a grade of "F" unless, for reasons of health or family emergency, they provide appropriate evidence of treatment and receives the approval of the appropriate dean in consultation with a representative of the Wellness Center.

Students who would like to request a leave of absence should download and complete the required form below:

- [Leave of Absence Form](#)

2. Withdrawal

A student who wishes to completely withdraw from the University is requested to participate in an exit evaluation process. Any student

intending to withdraw from the University will begin the process by completing a confidential, online questionnaire at the link below.

- [Required Questionnaire to Begin Withdrawal Process](#)

Once the questionnaire is complete, a Wellness Center staff member will send an email with withdrawal paperwork.

Students who complete a withdrawal during the term will 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. No one may withdraw from a course(s) after this final date. Students who are granted a withdrawal or who automatically withdraw after a leave of absence of one academic year must reapply to the College through the Office of Admission if they choose to re-enroll.

Please note: Students who withdraw from the University will be refunded tuition and fees based on the [current academic calendar](#).

3. Administrative Withdrawal

The University 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 University 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 University, upon the advice of its professional staff, may require a student to withdraw temporarily from the University 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 University 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 University. To ensure that the institution and its members may carry out their proper activities, the University 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 themselves 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 University 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 the student's safety and the safety of those around them, 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 University 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 University 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.

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 University 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 University Website.

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

Policies and Procedures (Accommodations, Admission, Complaints)

Academic Policies on Disabilities

Converse University 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 University of their need for accommodations, obtaining and submitting a Request for Accommodations Form online, 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 University.

Any faculty member who receives a request for academic accommodations on the basis of disability must refer the request to the Case Manager for Student Accessibility Services. No modification of the present program or promises of modification should be made until the Case Manager has made a recommendation and issue a Certified Accommodation Plan.

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.

Admissions Accommodations

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 Case Manager for Student Accessibility Services at 864.596.9027 to learn more about the accommodation process. 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 University is not required to fundamentally alter essential course/program requirements.

Testing to determine the need for accommodations is the student's responsibility and is not provided by Converse. 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 University setting. A current comprehensive psycho-educational evaluation is required for learning disabilities and is strongly recommended for attention deficit hyperactivity disorder (ADHD).

Students should complete a Request for Accommodations Form on [my.converse](http://my.converse.edu) and submit supporting documentation to the Case

Manager for Student Accessibility Services 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 Case Manager for Student Accessibility Services so accommodations may be appropriately adjusted. A student who is not satisfied with accommodations may contact either the ADA or Section 504 Compliance Officer indicated above and initiate the student grievance procedure as outlined in the Student Handbook.

Resolution Procedures for Student Complaints

Converse provides all members of its academic community the opportunity to present grievances for resolution. The University has established procedures for students, as well as faculty and staff, to register and resolve complaints. The 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 Student Handbook is available to all students on My.Converse.edu.

Religious Accommodations

As our mission statement states, Converse draws much of its character from its Christian heritage, liberal and tolerant, as expressed in the Founder's Ideal. Following in that tradition, we are inclusive. We welcome all those in the great historical religious traditions as well as those in newer expressions or those who have no religious affinities. Converse University will make a good faith effort to provide reasonable religious accommodations to students whose sincerely held religious beliefs and practices conflict with an academic requirement unless such an accommodation would create an undue hardship on the college community.

As a guide to instructors in planning their courses and assignments, a list of religious holidays where observance may compete with the demands of the academic calendar can be found at {insert link to calendar}. This list is not a designation of religious holidays recognized by the college; it is simply an aid for planning purposes. Instructors should accommodate religious rituals and holidays that are both listed and not listed on this schedule. Please note that there are rituals of some religions that may not be scheduled very far in advance. Any instructor with concerns regarding a given holiday, or the academic implications of a particular student's religious observance, may seek guidance from the chair of their department, dean of their school, the Provost, or the University Chaplain.

Definitions

A. Religion: Beliefs and practices associated with The Sacred. This includes both traditional, organized religions and also those that are new, uncommon, or not part of a formal church or sect. Religious observances perform ways of being religious that may be personal or communal, private or public, daily or occasional.

B. Sincerely held: A meaningful belief to the individual requesting an accommodation with the understanding that: (1) each individual has the right to determine for themselves how to practice their religion or combination of religions; and, (2) the ways individuals are religious vary not only between religions but also within religions.

C. Reasonable Accommodation: An adjustment to the academic environment that enables a student to observe a religious practice or belief without undue hardship on the college community. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the course coordinator/instructor and by Converse University.

Examples of reasonable accommodations for student absences may include:

1. Providing a time and/or place to pray
2. Adjustment in attendance requirements without academic penalty
3. Rescheduling an exam or giving a makeup exam for the student in need of a religious accommodation
4. Altering the day or time of a student's presentation
5. Allowing assignments to substitute for missed class work. Note: the alternative work must not be more difficult than the missed class work.
6. Not dropping a student from a class roster when a religious holiday occurs during the first week of the semester

D. Undue Hardship: Significant difficulty or expense based on the college's resources and circumstances in relationship to providing a specific accommodation. Undue hardship may refer to accommodations that are unduly expensive, substantial, disruptive, a violation of the law, or that would fundamentally alter academic requirements. In addition, accommodations which interfere with the safe and efficient operation of the campus may present an undue hardship.

Request Procedure: Students should inform their instructors in writing of their need to observe a religious holiday or rite reasonably well in advance of the absence, preferably at the

beginning of the semester and no fewer than 10 business days before the absence. Exceptions may be made for certain religious observances that are by their nature unpredictable, such as funerals and other death rites.

Retaliation is Prohibited. Converse University prohibits retaliation against students and employees requesting a religious accommodation, participating in an approved accommodation, or otherwise engaging in protected conduct under this policy. Any person who violates this anti-retaliation provision may be subject to disciplinary and/or corrective action.

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Molli Hensley, BA, *Head Spirit Squad Coach*
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Andrew Smith, BA, *Financial Aid Counselor*

Student Accounts:

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Camryn Thomas, BS, *Student Financial Services Clerk & Cash Receipts*

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Chris Nichols, BA, MA, *Clinical Counselor*

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

Paula M. Cash, *Administrative Assistant*

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Glen Chaddock, *Head Piano Technician*

Kathleen Nalley, BA, MFA, *Interim Director of MFA in Creative Writing*

Mayes C. Hopkins, *Technical Director*

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Department of Theatre and Dance

Susana Lalama, BMus, MA, PhD, *Director of the Petrie School of Music*

Valerie MacPhail, BA, MM, DMA, *Assistant*

Director of the Petrie School of Music

Anna Neely, *Administrative Assistant to the Dean, School of Arts*

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

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

SCHOOL OF EDUCATION

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James Lies, BS, MA, EdD, *Chair of the Department of Education*

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

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

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

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

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

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

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

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

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

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

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

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

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

Jenny Dunn, *Education Placement and Compliance Officer*

Faculty Professors

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

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

Andrew Blanchard, *professor of art*

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

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

BA, Williams College; MA, University of Virginia; PhD, University of North Carolina Chapel Hill; MA, Saint Leo's University. (1997, 2003, 2025)

Joe P. Dunn, *Charles A. Dana professor of history and politics, Chair of History and Philosophy*
BS, Southeast Missouri State University; MA, PhD, University of Missouri—Columbia. (1976, 1988)

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

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

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

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

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

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

Monica L. McCoy, *professor of psychology*

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

Malcolm Scott Robbins, *professor of musicology and composition,*

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

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

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

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

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

John M. Theilmann, *Andrew Helmus*

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

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

Kelly A. Vaneman, *Mary Reynolds*

Babcock professor of oboe and musicology

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

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

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

Faculty Associate Professors, Assistant Professors, Instructors and Librarians

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

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

Laura F. Brown, *associate professor of english, director of arts and humanities*

BA, Williams College; MA, University of Virginia; Ph.D. University of North Carolina-Chapel Hill

Mary E. Carlisle, *associate professor of art, chair of department of art, design, & letters*

BFA, Converse University; MS, Drexel University; MFA, Lesley University; PhD, Drexel University

Reed Chewing, *associate professor of child and family studies*

BA, Wofford College, MEd Converse University; PhD, Clemson University. (2015)

Amy E. Cox, *associate professor of marketing, chair of department of business*

BA, Duke University; MBA, University of Michigan; PhD, University of Minnesota. (2006, 2011)

Angela Esco Elder, *associate professor of history*

BA, MA, PhD, University of Georgia. (2017, 2022)

Lee Givins, Jr., *associate professor of education, associate dean of graduate studies, director of*

professional leadership program
BS, The Citadel; MEd, Furman; EdS, PhD,
University of South Carolina. (2016)

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

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

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

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

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

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

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

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

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

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

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

Stefania Licata, *associate professor of Hispanic studies*
BA, MA, Università degli Studi di Palermo; MA, PhD, Stony Brook University. (2017, 2025)

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

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

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

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

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

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

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

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

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

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

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

Madelyn V. Young, *Anne Morrison Chapman Distinguished Professor of International Study, associate professor of economics*
AB, Indiana University; MA, University of Notre Dame; PhD, Georgia State University. (1991, 1996)

ASSISTANT PROFESSORS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Jerome Gomez, *assistant professor of interior design, CIDA representative, coordinator of interior design*
BS, Art Institute of Fort Lauderdale; MFA Miami International University of Art and Design (2012)

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

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

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

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

Emily Herry, *assistant professor of psychology*
AA, Alamance Community College, BA, UNC-Greensboro, PhD, NC State University (2025)

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

Jack Knipe, *assistant professor of leadership*
PhD, George Mason University; M.A., Middlebury College; M.Ed., Covenant College

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

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

Becky McCraw, *assistant professor of education*
PhD, University of South Carolina; MEd, University of South Carolina at Spartanburg (2024)

Timothy McMurray, *assistant professor of music education and conductor of converse symphony BM*, Brigham Young University; MM, DMA, University of Utah (2024)

A'Lyric Miles, *assistant professor of marriage and family therapy*
BS, Appalachian State University; MA, Appalachian State University

Cazembe Monds, *assistant professor of business administration*
AA, Bainbridge State College; BA, Morehouse College; PhD, Georgia State University (2025)

Sam Mooneyham, *assistant professor of education*
BA, Wofford College; MEd, Converse College; PhD, University of South Carolina (2024)

Moloud Nasiri, *assistant professor of computer science*
AA University of Tehran; BS Tehran Azad University; MS Qazvin University; MS, PHD, Clemson University (2023)

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

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

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

Shaquinta Richardson, *visiting assistant professor*
BS, Claflin University; MMFT, Converse University; PhD, University of Georgia (2026)

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

Sezercan Ucar, *visiting assistant professor*
BA, MA Özyegin University; PhD, Virginia Tech (2027 expected) (2026)

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

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

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

INSTRUCTORS

Josh Mangle, *Instructor of English*
BA, College of Charleston, MA, Winthrop University; PhD, University of Tennessee-Knoxville (2025)

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

Krishna Panchal, *instructor of physics*
B.Sc, M.Sc. Sardar Patel University (2025)

Carrie Preus, *instructor of dance*
BA , Kennesaw State University; MA, Colorado State University (2025)

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

PROFESSIONAL LIBRARIANS

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

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

Sarah Spigner, *cataloging librarian*

BMus, Converse University; PGDipl, Manchester Metropolitan University; MLIS, University of Alabama.

Wade M. Woodward, *director of Mickel Library, associate librarian*

BS, Mississippi State University; MLS, University of Mississippi; MA, Norwich University. (1992)

The 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)

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

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

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

BA, Newcomb College; MEd, Northeast Louisiana University; EdD, University of Georgia. (1989, 2012)

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

BA, Austin College; MA, University of Missouri at Columbia; PhD, University of North Carolina at Chapel Hill. (1988, 2018)

David W. Cheser, *associate professor emeritus of education, director of early childhood education*

BS, Campbellsville University; MA, Georgetown University; EdS, Eastern Kentucky University; PhD, George Peabody University. (1979, 2023)

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)

Patricia Solesbee Foy, *professor emerita of music education*

BM, Converse University; MME, PhD, University of South Carolina. (1990, 2023)

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)

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

B. Architecture, Bolivariana University; MS Planning, PhD in Spanish and Latin American Literatures, University of Tennessee. (1984, 1993, 2026)

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 emerita of violin*

BM, Curtis Institute of Music. (2004, 2008)

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

BM, Furman University; MM, Southern Baptist Theological Seminary; DM, Indiana University. (1999, 2011, 2026)

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

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

Margaret Lee, *associate professor emerita of education*

BA, North Carolina State University; MEd, Converse University; EdD, Gardner-Webb University. (2017, 2025)

Janet R. LeFrancois, *associate professor emerita of psychology*
BA, Converse University; MA, PhD, West Virginia University. (1985, 1991, 2026)

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)

Susan Lynn Lyle, *associate professor emerita of voice*
BA, Kalamazoo University; MM, Peabody Conservatory of Music; DMA, University of Oregon. (1996, 2004, 2026)

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)

Robert E. Muzzy, *associate professor emeritus of sociology*
BA, University of Washington; MA, PhD, Stanford University. (1971, 2003)

Frazer S. M. Pajak, AIA, *associate professor emeritus of interior design*
BA, MA, Clemson University. (1985, 2015)

Ann M. Pletcher, *associate professor emerita of accounting*
BA, Albion University; 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*
BFA, University of Tennessee; MA, MFA, University of New Mexico. (1990, 2016)

Marlene E. Freedom, *assistant professor emerita of economics and business*
BS, Southern Illinois University; PhD, University of South Carolina. (1989, 2006)

Anita R. Rose, *associate professor emerita of English*
BA, MA, Western Carolina University; PhD, University of North Carolina, Greensboro. (2001, 2006)

Anthony S. Scavillo, *associate professor emeritus of modern languages*
BA, LaSalle College; MA, Catholic University of America; Doctorat de Troisi me Cycle, Universit de Strasbourg, France. (1979, 2007)

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)

Edna J. Steele, *professor emerita of biology*
BS, MS, University of the Philippines; PhD, Clemson University. (1997, 2023)

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)

Douglas Alan Weeks, *Babcock, professor emeritus of Piano*
BM, Illinois State University; MM, Indiana University; Licence de Concert, École Normale de Musique, Paris; DMus, Florida State University (1982, 2020)

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)

The Converse Alumni Association & Office of Alumni Relations

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

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

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

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

The Office of Alumni Relations plays a pivotal role in the transition from student to post-graduate alumni status and member of the Converse Alumni Association. The Office of Alumni Relations hosts an annual welcome tent on Freshmen Move-In Day, participates in

Admissions open houses, holds a Legacy ceremony during commencement each year, and remains connected through participation in campus events throughout the academic year.

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

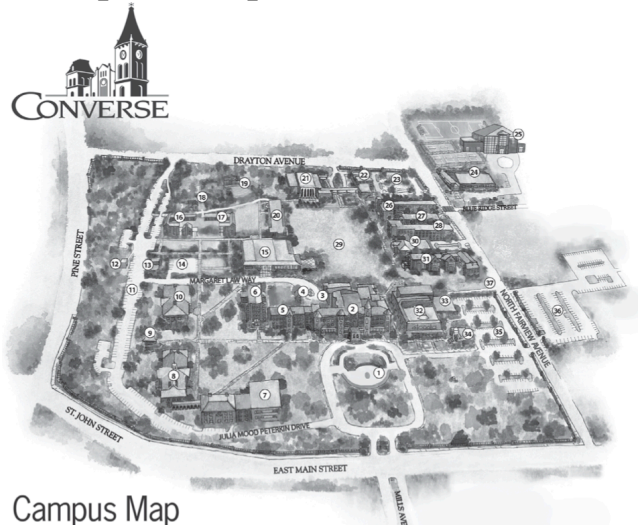
The Directory for Correspondence

Please address inquiries as follows:

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

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

Campus Map



Campus Map

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

Degrees/Certificates

Department of Language, Literature, and Media

- LAURA FEITZINGER BROWN
- MIRKO HALL
- EMILY HARBIN, chair
- JEFFREY HOWARD
- STEFANIA LICATA
- JOSHUA MANGLE
- ERIN TEMPLETON, dean, School of Liberal Arts and Sciences

Mission and Goals

The Department of Language, Literature, and Media explores how language communicates human experience across cultures, historical periods, and media forms. Through the study of literatures, languages, writing, and media, students engage in the careful and critical examination of texts and contexts while developing the communication skills needed to navigate an interconnected world.

Students learn to analyze linguistic, literary, and rhetorical texts through a range of theoretical and analytical approaches, engaging meaningfully with diverse perspectives and cultural traditions.

- Through language study, they develop the ability to communicate across linguistic and cultural boundaries.
- Through writing and media coursework, they gain experience with technology, collaboration, and design thinking, and learn to communicate authentically and effectively with different audiences.
- Through literary study, students become thoughtful readers and informed citizens capable of navigating complex questions about culture, history, and the human experience.

Our majors prepare students for success in today's evolving job market by developing versatile, in-demand skills that employers consistently seek. Through rigorous coursework, students gain the skills of powerful written and verbal communication, critical thinking, problem-solving, and analysis—competencies that translate across industries and career paths. Our alumni pursue careers in a variety of fields,

including teaching, publishing, law, business, marketing, nonprofit work, digital strategy, higher education, library science, and ministry, while also being well positioned for graduate and professional study.

By bringing together the study of language, literature, and media, the department affirms the enduring value and power of critical inquiry, cultural understanding, and effective communication in our classrooms, workplaces, and global society.

English Major

Bachelor of Arts, BA

A major in English must complete a minimum of 36 hours of coursework in English at the level of 200 or higher. The program of study includes the following requirements:

Converse Core: Foundational

Required Courses

Item #	Title	Credits
ENG 201	SURVEY OF BRITISH LITERATURE I	3
ENG 202	SURVEY OF BRITISH LITERATURE II	3
ENG 203	SURVEY OF AMERICAN LITERATURE I	3
ENG 204	SURVEY OF AMERICAN LITERATURE II	3
	ENG 290 or CRW 200	3
Sub-Total Credits		15

Approved Course in a Major Author

Complete one of the following:

Item #	Title	Credits
ENG 301	CHAUCEER	3
ENG 320	SHAKESPEARE	3
ENG 325	STUDIES IN A SINGLE AUTHOR	3
Sub-Total Credits		3

American Literature

Complete one additional course in American Literature at the 300 level.

Sub-Total Credits		3

British Literature

Complete one course at the 300 level in British Literature before 1900

Sub-Total Credits	3

Literary Criticism

Should be taken the semester after English major is declared

Item #	Title	Credits
ENG 394	LITERARY CRITICISM	3
Sub-Total Credits		3

Electives

Sub-Total Credits	6

Seminar

Item #	Title	Credits
ENG 496	BA SENIOR SEMINAR	3
Sub-Total Credits		3
Total Credits		36

German Studies Major

Bachelor of Arts, BA

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:

Converse Core: Comprehensive

Required Course

Item #	Title	Credits
GER 202	INTERMEDIATE GERMAN	3
Sub-Total Credits		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
Sub-Total Credits		9

Seminar

Item #	Title	Credits
GER 499	SENIOR SEMINAR	3
Sub-Total Credits		3

Additional Electives at Any Level

- Allowance of three courses with a significant Germanic component at any level in other departments for the major only.

Sub-Total Credits	15
Total Credits	30

English Minor

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 at the level of 200 or higher. 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 a departmental advisor.

Total Credits	18

German Studies Minor

Minor

A minor in German Studies consists of 18 credit hours of courses at the level of 202 and above.

It is strongly recommended that all minors participate in at least one internship and one study abroad program.

Required Course

Item #	Title	Credits
GER 202	INTERMEDIATE GERMAN	3
Sub-Total Credits		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
Sub-Total Credits		9

German Studies Electives

- Select two electives from 300 and 400 level German courses

Sub-Total Credits		6
Total Credits		18

Hispanic Studies Minor

A minor in Hispanic Studies consists of 18 credit hours of courses at the level of 201 and above.

It is strongly recommended that all minors participate in at least one internship and one study abroad program.

Required Course

Item #	Title	Credits
SPN 201	INTERMEDIATE SPANISH	3
SPN 202	INTERMEDIATE SPANISH	3
Sub-Total Credits		6

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
SPN 201	INTERMEDIATE SPANISH	3
Sub-Total Credits		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
Sub-Total Credits		9
Total Credits		18

Women's Studies Minor

- EMILY HARBIN, 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 18 credit hours of coursework. WST 200 and five elective courses are required.

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.

Introduction

Item #	Title	Credits
WST 200	INTRODUCTION TO WOMEN'S STUDIES	3
Sub-Total Credits		3

Electives

Choose five 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
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
HPE 355	ISSUES IN WOMEN'S HEALTH	4
HST 345	WOMEN IN AMERICAN HISTORY	3
POL 223	WOMEN & POLITICS	3
POL 402	WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES	3
PSY 302	PSYCHOLOGY OF WOMEN	3
PHI 305	GENDER AND SEXUALITY	3
Sub-Total Credits		15
Total Credits		18

General Education: Student Learning Outcomes

The Converse Core is the University's General Education Program and is required for the completion of any bachelor's degree at Converse.

It is a carefully designed plan of study that 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 and data-analysis skills
4. An appreciation of creativity/creative expression;
5. An understanding of diverse cultural perspectives

6. An awareness of personal and social responsibility

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

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 Core requirement are indicated.

Core 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.

Converse Core: A) See Clearly

At the inception of our institution, Dexter Edgar Converse articulated a vision of an educational experience that would transform and empower graduates to "see clearly, decide wisely, and act justly." The Converse Core celebrates this liberal arts ideal by equipping all students with a broad-based understanding of the natural and social dimensions of the world, the intellectual and practical skills to successfully navigate and change that world, and the capacity to take personal and social responsibility in their lives and communities.

This section outlines the general education requirements associated with "Seeing Clearly" and includes the categories outlined below.

Students pursuing a major that has adopted the Essential Core should consult with their advisor.

Category	Foundational Core (Hours)	Comprehensive Core (Hours)
Textual Analysis	6	6
Natural Sciences	4	4
Social Sciences	3	6
Arts	3	6
Humanities	3	6

Textual Analysis

Required hours: 6 for Foundational and Comprehensive Core Models; students pursuing the Essential Core should consult their program advisor.

We live in a social world saturated in texts, encompassing everything from literature to visual culture, historical primary sources, news media and social media posts, and advertising. The Converse Core helps develop informed and responsible readers who will...

1. Demonstrate sustained and critical engagement with primary sources or original creative works;
2. Demonstrate familiarity with major authors, works, and movements in specific periods or traditions of textual production from a variety of genres and with attention to relevant historical, cultural, and sociopolitical contexts;
3. Apply theoretical and critical frameworks to the analysis of texts.

Courses from a variety of disciplines may be used to satisfy the textual analysis requirement and will be updated on the Converse Core matrix each term.

Sub-Total Credits	6

Natural Sciences

Required Hours: 4 for Foundational and Comprehensive Core Models; Students pursuing the Essential Core should consult with their program advisor.

The empirical methods of the natural sciences have delivered impressive advances in technology and our understanding of the physical world. The Converse Core helps students better appreciate the experimental nature of science and empowers them to more accurately analyze the means of production of scientific knowledge.

Toward this end, students will complete at least one natural science course that includes a laboratory component from the disciplines of Astronomy, Biology, Chemistry, Environmental Studies, or Physics.

Sub-Total Credits	4

Social Sciences

Required hours: 3 for Foundational Core, 6 for Comprehensive Core. Students pursuing Essential Core should consult with program advisor.

The qualitative and quantitative methods of the social sciences help foster a deeper understanding of human behavior as well as the political, economic, and familial structures that shape our lives.

Students will explore the social sciences through coursework in anthropology, geography, economics, politics, psychology, and sociology.

Sub-Total Credits	3-6

Arts

Required Hours: 3 for Foundational Core, 6 for Comprehensive Core. Students pursuing Essential Core should consult with program advisor.

The arts are an essential component of a full life and constitute a powerful pathway for passion, inspiration, imagination, discovery, expression, transformation, and joy. Toward this end, students will take courses aimed at cultivating their capacity to...

- 1. Develop a deeper appreciation of an art form (or forms); and
- 2. Be able to communicate that appreciation through the sharing of knowledge about an art form.

Students will select coursework from art, dance, design, film, music, and theatre.

Sub-Total Credits	3-6

Humanities

Required Hours: 3 for Foundational Core, 6 for Comprehensive Core. Students pursuing the Essential Core should consult their program advisor.

The study of the humanities involves the critical examination of the histories and philosophies that shape individual and collective human experience and meaning-making. The humanities teach broadly applicable skills in evaluative thinking, rational problem solving, intellectual humility and creativity, and an appreciation for our shared humanity.

Students will take courses in history, philosophy, religion, or women's studies.

Sub-Total Credits	3-6
Total Credits	13-22

Converse Core: B) Decide Wisely

At the inception of our institution, Dexter Edgar Converse articulated a vision of an educational experience that would transform and empower graduates to “see clearly, decide wisely, and act justly.” The Converse Core celebrates this liberal arts ideal by equipping all students with a broad-

based understanding of the natural and social dimensions of the world, the intellectual and practical skills to successfully navigate and change that world, and the capacity to take personal and social responsibility in their lives and communities.

This section outlines the general education requirements associated with "Deciding Wisely" and includes the categories listed below.

Students pursuing a major that has adopted the Essential Core should consult with their advisor.

Category	Foundational Core (Hours)	Comprehensive Core (Hours)
Writing	6	6
Quantitative and Mathematical Reasoning	3	3
Data Literacy	3	3
Non-English Language	6	8

Writing

Required Hours: 6 for Foundational and Comprehensive Core. Students pursuing the Essential Core should consult their program advisor.

The Converse Core helps empower students to find and articulate their individual voices by developing the capacity to produce clear and effective written work. Toward this end, students take one English Composition course (3 credit hours) and one separate course from any discipline focused on additional techniques of effective Written Expression (3 credit hours).

The English Composition requirement must be satisfied by either ENG 101 or ENG 290 (the latter only for those placed there via an AP of 3), or may be exempted if any of the following conditions are met:

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

The Written Expression component may be satisfied from a variety of courses specified in the Core matrix.

Sub-Total Credits	6

Quantitative and Mathematical Reasoning

Required Hours: 3 for the Foundational and Comprehensive Core; Students pursuing the Essential Core should consult their program advisor. Students pursuing the Essential Core should consult their program advisor.

Quantitative reasoning allows us to infer the conclusions that follow necessarily from premises. Deduction is at the center of many mathematical, digital, and logical methods, and its apparent universality helps connect us with others and insulate us from subjective biases.

Students should consult the Core matrix to determine courses that fulfill this category.

Sub-Total Credits	3

Data Literacy

Required Hours: 3 for the Foundational and Comprehensive Core. Students pursuing the Essential Core should consult their program advisor.

We live in a data-rich world in which numeric measurements are constantly being collected, displayed, and used in decision-making. The Converse Core empowers students to constructively and responsibly navigate this world by exposing them to some of the fundamentals of data science, computer-based technologies, statistical reasoning, or financial literacy.

Sub-Total Credits	3

Non-English Language

Required Hours: 6 for Foundational Core, 8 for Comprehensive Core. Students pursuing the Essential Core should consult their program advisor.

The language requirement forms part of Converse’s mission to prepare students to be tomorrow’s conscientious and informed citizens. Studying a new language enhances a student’s ability to communicate skillfully in multiple forms of expression and to act competently in a global and diverse world. Learning a language other than English offers students valuable insights into the practices and values of other cultures, thereby fostering new ways of understanding human diversity in our complex, multilingual world. Toward this end, as part of the Converse Core, students will demonstrate proficiency through the second or third semester of a non-English language.

Sub-Total Credits	6-8
Total Credits	18-20

Converse Core: C) Act Justly

At the inception of our institution, Dexter Edgar Converse articulated a vision of an educational experience that would transform and empower graduates to “see clearly, decide wisely, and act justly.” The Converse Core celebrates this liberal arts ideal by equipping all students with a broad-based understanding of the natural and social dimensions of the world, the intellectual and practical skills to successfully navigate and

change that world, and the capacity to take personal and social responsibility in their lives and communities.

This section outlines the general education requirements associated with "Acting Justly" and includes the categories listed below. **Students pursuing a major that has adopted the Essential Core should consult with their advisor.**

Category	Foundational Core (Hours)	Comprehensive Core (Hours)
Community and Global Responsibility	3	3
Culture and Diversity	3	3

Community and Global Responsibility

Required Hours: 3 for Foundational and Comprehensive Core. Students pursuing the Essential Core should consult their program advisor.

The purpose of the Converse Core is not merely to understand the world and develop intellectual skills, but to critically evaluate and change the world for the better. Accordingly, students will take courses in which they will hone their capacities for normative inquiry, ethical reflection, values of well-being, and critical engagement with public policy or concrete social-political phenomena. In such courses, students will...

1. Demonstrate knowledge of different approaches to normative evaluation and argumentation;
2. Demonstrate the capacity to engage respectfully and constructively in conversations about competing values and policies;
3. Apply evaluative frameworks to concrete issues and cases.

Students should consult the Core matrix to select courses fulfilling this category.

Sub-Total Credits	3

Culture and Diversity

Required Hours: 3 for Foundational and Comprehensive Core. Students pursuing the Essential Core should consult their advisor.

In our pluralistic society, appreciative knowledge of cultural differences is both a practical necessity and a respectful way of enriching our discourse and perspective. Accordingly, students take courses that deal primarily with either global (non-American) subject matter or topics and methods related to intercultural diversity, social-political justice, or historically marginalized groups.

Students should consult the Core matrix to select courses fulfilling this category.

Sub-Total Credits	3
Total Credits	6

Nisbet Honors Program

Nisbet Honors Program

- LAURA FEITZINGER BROWN
- EDWARD WOODFIN

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

The student must continue to perform well in his/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 the 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 the 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 the major field by the end of the Fall Term of the 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.

Required Courses

Late entrants must substitute 199H with another course.

Item #	Title	Credits
199H	FRESHMAN HONORS SEMINAR	3-4
299H	INTERDISCIPLINARY HONORS COURSE	3-4
HON 399H	JUNIOR HONORS SEMINAR 1	
Sub-Total Credits		7-9

Electives

In addition to the required courses, students must choose one of the elective options below. Elective options consist of 6 - 8 credits.

Item #	Title	Credits
	Two Additional Honors Courses	6-8
	An Honors course and a DIS course	6-8
	Honors Module and an Honors Course	6-8
	Honors Thesis, two semesters	6-8
	Honors Thesis and Honors Module	6-7
Sub-Total Credits		6-8
Total Credits		13-17

School of Business and Data Science

Business Administration Major (BA)

Bachelor of Arts, BA

A student majoring in business administration must complete a core curriculum, which consists of the following:

Converse Core: Foundational

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
MTH 300	BUSINESS STATISTICS	4
ECN 400	SENIOR SEMINAR	3
Sub-Total Credits		32

Concentration Selection

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

Sub-Total Credits	12-13

International Business Concentration

Business Administration majors with a concentration in International Business must 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
BAD 443	INTERNATIONAL MARKETING	3
BAD 355	INTRODUCTION TO INTERNATIONAL BUSINESS	3
	Business Administration Selection	3
Sub-Total Credits		12

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
Sub-Total Credits		13-14

Sports Management

Item #	Title	Credits
BAD 328	SPORTS MANAGEMENT PRINCIPLES	3
BAD 348	SPORTS MARKETING	3-4
BAD 426	SPORTS FACILITY AND EVENT MANAGEMENT	3
	Sports Management Selection	3-4
Sub-Total Credits		12-13
Total Credits		44-45

Economics Major (BA)

Bachelor of Arts, BA

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 124: Beginning Golf as their GEP activity course requirement.

Converse Core: Foundational

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	3-4
ECN 400	SENIOR SEMINAR	3
MTH 300	BUSINESS STATISTICS	4
Sub-Total Credits		28-29

Upper Division Economics Electives

- Nine additional hours in other economics courses numbered 300 or above, **excluding 499**.

Sub-Total Credits		9
Total Credits		37-38

Healthcare Administration Major (BA)

Bachelor of Arts, BA

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 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.

Converse Core: Foundational

Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
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	4
HCA 471	FACILITY PLANNING AND THE ENVIRONMENT OF CARE	3
HCA 499	HEALTHCARE INTERNSHIP	3-6
MTH 300	BUSINESS STATISTICS	4
Total Credits		50-53

Mathematics Major (BA)

Bachelor of Arts, BA

Converse Core: Foundational

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 310	Differential Equations	3
MTH 351	LINEAR ALGEBRA	3
MTH 413	ABSTRACT ALGEBRA	3
MTH 499	SENIOR SEMINAR	2
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
MTH 200 or MTH 205		
Sub-Total Credits		27

Math Electives

- Complete 9 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.

Sub-Total Credits	9
Total Credits	36

Accounting Major (BS)

Bachelor of Science, BS

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 should work closely

with their advisor in the selection of courses where choices are available. 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.

Converse Core: Foundational

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
MTH 300	BUSINESS STATISTICS	4
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
ECN 400	SENIOR SEMINAR	3
Sub-Total Credits		53

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
DSC 217	DATA SCIENCE I	3
HCA 470	HEALTHCARE FINANCE AND ACCOUNTING	4
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
ACC 452	COST ACCOUNTING II	3
Sub-Total Credits		6-8
Total Credits		59-61

Data Science Major (BS)

Bachelor of Science, BS

The mission of the data science major is to provide the student with the opportunity to study data science and the intersection of data science with another field with the following student learning outcomes:

1. Students will demonstrate an understanding of the ethical considerations required for work in the field of data science,
2. Students will demonstrate the ability to clearly communicate data science concepts, skills, and outcomes to a variety of audiences at a various levels of technicality,
3. Students will be able to create readable, documented code to solve data science issues,
4. Students will demonstrate an understanding of data types, data cleaning, and data wrangling, and
5. Students will be able to read documentation for data science methods and learn how to implement new methods to solve problems in different contexts.

Calculation of GPA for Data Science Major or Minor

To earn a degree in data science or complete a minor in data science, a student must have a minimum GPA of 2.0 in all required coursework. 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.

Converse Core: Foundational

Required Courses

Item #	Title	Credits
DSC 110	DATA VISUALIZATION	3
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 202	DATA STRUCTURES	4
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
DSC 217	DATA SCIENCE I	3
DSC 218	DATA SCIENCE II	3
MTH 351	LINEAR ALGEBRA	3
DSC 300	ETHICS FOR DATA SCIENCE	3
CSC 305	DATABASE DESIGN	3
DSC 499	DATA SCIENCE CAPSTONE	2
	STATISTICS OPTION	3-4
Sub-Total Credits		35-36

Four electives forming a concentration, chosen from the following:

Mathematics Concentration

MTH 210 Calculus and Analytic Geometry II (If student is in the Mathematics major, DSC 350 is required for this concentration to take the place of MTH 210).

Three courses chosen from the following:

MTH 205 Discrete Mathematics
MTH 220 Calculus and Analytical Geometry III
MTH 330 Numerical Analysis
MTH 410 Differential Equations
MTH 480 (SP) as approved by Data Science Program Coordinator

DSC 350

(*Statistics option must be MTH113 or MTH 423)

Item #	Title	Credits
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3
MTH 205	DISCRETE MATHEMATICS	3
MTH 220	CALCULUS AND ANALYTIC GEOMETRY III	3
MTH 330	INTRODUCTION TO NUMERICAL ANALYSIS	3
MTH 480	SPECIAL TOPICS IN MATHEMATICS	1-4
MTH 113	INTRODUCTION TO STATISTICS	4
MTH 423	PROBABILITY AND STATISTICS	3
DSC 350	Quantitative Consulting	3-4
Sub-Total Credits		12

Business Concentration:

Four courses chosen from the following:

ACC 211 Accounting I
ACC 380 Accounting Information Systems
BAD 340 Marketing
BAD 442 Marketing Research
ECN 201 Microeconomics
ECN 202 Macroeconomics

DSC 350

Or a course approved by Data Science Program Coordinator

(*Statistics option must be MTH 300)

Item #	Title	Credits
ACC 211	ACCOUNTING PRINCIPLES I	3
ACC 380	ACCOUNTING AND BUSINESS INFORMATION SYSTEMS	4
BAD 340	MARKETING PRINCIPLES	3
BAD 442	MARKETING RESEARCH	4
ECN 201	MICROECONOMIC PRINCIPLES	3
	ECN 201 or ECN 202	3
MTH 300	BUSINESS STATISTICS	4
DSC 350	Quantitative Consulting	3-4
Sub-Total Credits		12

Child and Family Studies Concentration:

CFS 200 Introduction to Child and Family Studies

Three courses chosen from the following:

EDU 305 Behavior and Development of the Young Child
CFS 403 Child and Family Studies Internship
HCA 206 Healthcare Communications
PSY 100 General Psychology
PSY 380 Human Growth and Development

DSC 350

Or a course approved by Data Science Program Coordinator

(*Statistics option must be PSY 310 or POL 303)

Item #	Title	Credits
CFS 200	INTRO TO CHILD AND FAMILY STUDIES	3
EDU 305	BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD	3
CFS 403	INTERNSHIP	3
HCA 206	HEALTHCARE COMMUNICATIONS	3
PSY 100	GENERAL PSYCHOLOGY	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
POL 303	SOCIAL STATISTICS	4
DSC 350	Quantitative Consulting	3-4
Sub-Total Credits		12

Individualized Concentration:

Four cohesive electives to form a specialized concentration. These electives must be approved by the student's Data Science advisor or by the Data Science Program Coordinator.

Sub-Total Credits	12

Statistics Requirement

One course chosen from the following:

Item #	Title	Credits
MTH 113	INTRODUCTION TO STATISTICS	4
MTH 300	BUSINESS STATISTICS	4
PSY 310	STATISTICS AND EXPERIMENT DESIGN I	3
POL 303	SOCIAL STATISTICS	4
MTH 423	PROBABILITY AND STATISTICS	3
Sub-Total Credits		18
Total Credits		65-66

Economics Major (BS)

Bachelor of Science, BS

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 124: Beginning Golf as their GEP activity course requirement.

Converse Core: Foundational

Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
ECN 202	MACROECONOMIC PRINCIPLES	3
MTH 300	BUSINESS STATISTICS	4
ECN 301	INTERMEDIATE MICROECONOMIC THEORY	3
ECN 302	INTERMEDIATE MACROECONOMIC THEORY	3
ECN 321	MONEY AND FINANCIAL INSTITUTIONS	3
ECN 325	MANAGERIAL ECONOMICS	3
ECN 326	LABOR ECONOMICS	3
ECN 327	INTERNATIONAL ECONOMICS	3-4
ECN 400	SENIOR SEMINAR	3
Sub-Total Credits		31-32

Upper Division Economics Electives

- Nine additional hours in other economics courses numbered 300 or above, **excluding 499.**

Sub-Total Credits	9

Mathematics Requirement

Complete one of the following:

Item #	Title	Credits
MTH 115	SURVEY OF CALCULUS	4
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
Sub-Total Credits		4
Total Credits		44-45

Department of Economics, Accounting, and Business

Accounting Minor

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:

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
Sub-Total Credits		17

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
Sub-Total Credits		3-4
Total Credits		20-21

Business Administration

Department of Economics, Accounting, and Business

- AMY E. COX, chair
- DAWN DINGWELL
- CAZEMBE MONDS
- WYNTON STEPHENS
- 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 three separate majors: economics, accounting, and business administration. Within the business administration major the department offers three concentrations: 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
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.*

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, Business Administration minor, and Marketing minor. 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 international business, marketing or sports management can double major in economics or minor in economics. Students majoring in accounting cannot also major in business administration and vice versa. 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 MTH 300 during their junior year.

Business Professionalism Certificate Program

Certificate

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:

Internship

Sub-Total Credits	3

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
Sub-Total Credits		2

Coursework Selection

Choose courses (for a total of 6 hours credit) 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.
- Some courses may require pre-requisites.

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
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
BAD 206	BUSINESS COMMUNICATION	3-4
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
CSC 208	DATA FOR BUSINESS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
MTH 300	BUSINESS STATISTICS	4
FIN 200	PERSONAL FINANCE	3-4
POL 303	SOCIAL STATISTICS	4
THR 120	PUBLIC SPEAKING	3
Sub-Total Credits		6
Total Credits		11

Business Administration Minor

The Department of Economics, Accounting and Business offers a minor in business administration. The program exposes the student to each of the areas in the common body of the

business curriculum: accounting, finance, management and marketing. The theoretical economic underpinnings are addressed in the economics courses.

Required Courses

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
Sub-Total Credits		22

Elective (required)

- One other 300- or 400-level course in Accounting, Economics, Business Administration, or Finance (3 or 4 credit hours)
 - (Note: Internship courses do not fulfill this requirement)

Sub-Total Credits	3-4
Total Credits	25-26

Marketing Minor

Minor

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

Required Courses

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
BAD 340	MARKETING PRINCIPLES	3
BAD 344	CONSUMER BEHAVIOR	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
	Art 124 or Art 126	3
	CRW 201 or ENG 323 or ENG 290	3
Sub-Total Credits		18

Selection

Choose one of the following:

Item #	Title	Credits
BAD 443	INTERNATIONAL MARKETING	3
BAD 442	MARKETING RESEARCH	4
BAD 348	SPORTS MARKETING	3-4
BAD 448	Pampered Pooches and Cossetted Cats: Pets and Marketing in Contemporary American Society	3
BAD 330	MANAGEMENT	3
ACC 211	ACCOUNTING PRINCIPLES I	3
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
ATA 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
THR 120	PUBLIC SPEAKING	3
Sub-Total Credits		3-4

Elective (required)

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

Sub-Total Credits	3
Total Credits	24-25

Economics

Department of Economics, Accounting, and Business

- AMY E. COX, chair
- DAWN DINGWELL
- CAZEMBE MONDS
- WYNTON STEPHENS
- 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 three separate majors: economics, accounting, and business administration. Within the business administration major the department offers three concentrations: 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
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.*

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, Business Administration minor, and Marketing minor. 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.

Economics Minor

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 124: Beginning Golf as their GEP activity course requirement.

An economics minor is comprised of 24 credit hours of coursework, including the following:

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	3-4
Sub-Total Credits		21-22

Economics Elective (required)

Three additional hours in the department with adviser approval.

Sub-Total Credits	3
Total Credits	24-25

Social Entrepreneurship Minor

Minor

- 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:

Required Courses

Item #	Title	Credits
BAD 203	SOCIAL ENTREPRENEURSHIP	3
BAD 340	MARKETING PRINCIPLES	3
Sub-Total Credits		6

Management Requirement

Choose from the following:

Item #	Title	Credits
BAD 330	MANAGEMENT	3
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
Sub-Total Credits		3

Economics Requirement

Item #	Title	Credits
ECN 201	MICROECONOMIC PRINCIPLES	3
Sub-Total Credits		3

Economics Selection

Choose one of the following (or approved substitute/transfer course):

Item #	Title	Credits
ECN 150	ECONOMIC CONCEPTS	3-4
ECN 201	MICROECONOMIC PRINCIPLES	3
Sub-Total Credits		3

Experiential Learning

Choose one or an approved substitute transfer credit.

Item #	Title	Credits
ECN 499	ECONOMICS INTERNSHIP	1-6
CON 214	EXPERIENTIAL LEARNING	0-6
Sub-Total Credits		3-4

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	3-4
CRW 201	INTRODUCTION TO PROFESSIONAL WRITING	3
PHI 200	ETHICAL THEORY	3
THR 120	PUBLIC SPEAKING	3
Sub-Total Credits		3
Total Credits		21-22

Department of Mathematics and Computer Science

Data Science Minor

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 University. Students in accounting, biology, business, chemistry, economics, or math will find it especially beneficial.

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
DSC 217	DATA SCIENCE I	3
DSC 218	DATA SCIENCE II	3
	STATISTICS OPTION	3-4
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
	Two Electives Approved by Data Science program coordinator	6
Total Credits		19-20

Computer Science

- JOSEPH S. BARRERA, chair
- PETER H. BROWN, program coordinator
- AMANDA J. MANGUM
- JESSICA L. SORRELLS

Computer Science Minor

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:

Required Courses

Item #	Title	Credits
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 202	DATA STRUCTURES	4
CSC 305	DATABASE DESIGN	3
Sub-Total Credits		11

CSC Electives

- Complete **ONE** additional CSC electives, chosen from CSC courses numbered above 210.

Sub-Total Credits		3-4

Specific Elective

TWO further electives, chosen from the following:

- An additional CSC courses numbered above 210
 - or one or two of the courses below:

Item #	Title	Credits
MTH 205	DISCRETE MATHEMATICS	3
MTH 330	INTRODUCTION TO NUMERICAL ANALYSIS	3
MTH 300	BUSINESS STATISTICS	4
Sub-Total Credits		6-8
Total Credits		20-23

Minor In Applied Computing Web Design Concentration

Minor

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:

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
Sub-Total Credits		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
Sub-Total Credits		13

Elective

One further elective chosen from the following:

- A CSC course numbered above 210
 - or:

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
Sub-Total Credits		3-4
Total Credits		19-20

Mathematics

- JOSEPH S. BARRERA, chair
- PETER H. BROWN
- AMANDA J. MANGUM
- JESSICA L. SORRELLS

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 [Converse Core](#) is a requirement for all degrees. The Bachelor of Arts and Bachelor of Science degrees follow the Foundational Converse Core.

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 nine elective credits will be included in the GPA calculation. For the Bachelor of Science degree, only three 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.

Mathematics Major (BS)

Bachelor of Science, BS

Converse Core: Foundational

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 413	ABSTRACT ALGEBRA	3
MTH 423	PROBABILITY AND STATISTICS	3
MTH 499	SENIOR SEMINAR	2
CSC 201	INTRODUCTION TO COMPUTER PROGRAMMING	4
CSC 202	DATA STRUCTURES	4
	MTH 200 or MTH 205	
MTH 310	Differential Equations	3
Sub-Total Credits		37

Math Electives Level 200+

- Complete 3 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.

Sub-Total Credits	3
Total Credits	40

Mathematics Minor

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 the student 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.

Total Credits	24

Education

Department of Education

- LIENNE MEDFORD, Dean
- KELLY HARRISON, Associate Dean
- JAMES LIES, Chair
- MARGARET PARK
- WILLIAM CORDER
- REBECCA MCCRAW
- SAM KIND MOONEYHAM
- JENNY DUNN

The Institutional Standards

Professional education courses and experiences, combined with liberal arts courses, promote the acquisition of knowledge, skills, and dispositions essential for education. These learning outcomes embody the following "Institutional Standards" to ensure candidates develop an understanding of the critical concepts and principles of their discipline and facilitate candidates' reflection of their potential biases to increase their understanding and practice of equity, diversity, and inclusion.

Education Program Completers

- Demonstrates knowledge of and application of critical concepts and principles of learner development (INTASC Standard 1), learning differences (INTASC Standard 2).
- Create safe and supportive learning environments to work with diverse students and families (INTASC Standard 3).
- Demonstrate knowledge of central concepts in their content areas (INTASC standard 4).

4. Implement instructional strategies for diverse learners (INTASC Standard 5).
5. Demonstrate ability to assess student work, plan for instruction, and differentiated instructional strategies for diverse learners (INTASC Standards, 6, 7, & 8).
6. Demonstrate knowledge of technological pedagogical knowledge to engage and improve learning for all students.
7. Demonstrate knowledge of professional responsibility and engage in professional development, act ethically, take responsibility for student learning, and collaborate with students and families (INTASC Standards 9. &10)

The Converse University 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), Multicategorical Special Education (PK-12), Deaf and Hard of Hearing (PK-12), English (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 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 University 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) for admission to Teacher Education. PRAXIS II examinations as well as the Principles of Learning and Teaching (PLT) examinations must be taken 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. A 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/ACT scores
5. Completion of required items on the Student Worklist in Canvas: (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. 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 coursework prior to enrollment at Converse and all coursework 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 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 before 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 an FBI background check. Details about this application and other requirements are available on the department webpage at www.converse.edu, on the South Carolina State Department website: <https://ed.sc.gov>, and from departmental staff. Generally, the applications for certification are due to the Education Department by 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 degree in education, which follows the Essential Converse Core GEP Model. Art and Music Education have slight variations in their Core GEP.

Human Growth & Development (PSY 380)	3 hours
Mathematics or Natural Science	3-4 hours
Fine Arts or Humanities	3 hours
Culture & Diversity	3 hours
Foreign Language I	3 hours
Foreign Language II	3 hours
Quantitative & Mathematical Reasoning	3 hours
Textual Analysis I	3 hours
Textual Analysis II	3 hours
Total	30-31 hours

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 Teaching Standards, including the Unit Work Sample and Student Learning Outcome (SLO) impact on student learning assessment.

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, he/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 he/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. Teacher candidates must have a C or better in courses designated as Read-to-Succeed courses.

Early Childhood Education Major Bachelor of Arts, BA

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.
3. Candidates will observe, document, and assess to support young children and families.
4. Candidates will employ developmentally effective approaches.
5. Candidates will use content knowledge to build meaningful curriculum.

Converse Core: Essential

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: LITERACY	3
EDU 102	CLINICAL II: EARLY CHILDHOOD EDUCATION	3
EDU 203	TECHNOLOGY IN EDUCATION	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 305	BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD	3
EDU 301	LITERACY FOUNDATIONS	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 412b	DIRECTED STUDENT TEACHING: EARLY CHILDHOOD	12
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
ART 311	ART FOR THE CHILD	3
MUE 370	MUSIC FOR THE CHILD	3
Total Credits		54

Elementary Education Major

Bachelor of Arts, BA

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

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

Converse Core: Essential

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: LITERACY	3
EDU 103	CLINICAL II: ELEMENTARY EDUCATION	3
EDU 301	LITERACY FOUNDATIONS	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 361	CURRICULUM DESIGN AND CLASSROOM MANAGEMENT	3
EDU 372	DIAGNOSTICS AND METHODS IN ELEMENTARY CLASSROOM	3
EDU 412a	DIRECTED STUDENT TEACHING: ELEMENTARY	12
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
MUE 370	MUSIC FOR THE CHILD	3
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
ART 311	ART FOR THE CHILD	3
Total Credits		54

Multicategorical Special Education Major

Bachelor of Arts, BA

The multicategorical special education block major, designed to prepare special education teacher candidates in grades K-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.

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.

Converse Core: Essential

Benchmark I Required

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
EDU 360	INTRODUCTION TO EDUCATION	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
SED 361	LANGUAGE DEVELOPMENT AND DISABILITIES	3
SED 383	CHARACTERISTICS OF DIVERSE LEARNERS	3
EDU 301	LITERACY FOUNDATIONS	3
EDU 101	CLINICAL I: LITERACY	3
Sub-Total Credits		24

Benchmark II Required

Item #	Title	Credits
SED 405	BEHAVIOR AND CLASSROOM MANAGEMENT	3
EDU 378	READING AND LEARNING STRATEGIES	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	3
SED 396	EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES	3
SED 398	EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES	3
SED 386	EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES	3
SED 382M	Clinical II: Multi-Categorical	3
Sub-Total Credits		21

Benchmark III - Student Teaching

Item #	Title	Credits
SED 412M	DIRECTED STUDENT TEACHING: MULTI-CATEGORICAL	12
Sub-Total Credits		12

Recommended Electives

Item #	Title	Credits
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 314	SCIENCE FOR THE CHILD	3
Sub-Total Credits		6
Total Credits		57

Special Education: Deaf and Hard of Hearing Major

Bachelor of Arts, BA

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. Teacher candidates must take the Praxis II Subject Assessment in Deaf and Hard-of-Hearing before graduation. 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 understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Candidates select, adapt, and use a repertoire of generalized and specialized evidence-based instructional strategies to analyze multiple assessments and data sources to advance learning 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.

Converse Core: Essential

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
EDU 360	INTRODUCTION TO EDUCATION	3
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 357	READING ASSESSMENT AND INSTRUCTION: DEAF AND HARD OF HEARING	3
SED 392	AMERICAN SIGN LANGUAGE IV	3
SED 393	SIMULTANEOUS SIGNED/ SPOKEN COMMUNICATION	3
EDU 303	MATHEMATICS FOR THE ELEMENTARY CHILD	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 301	LITERACY FOUNDATIONS	3
EDU 101	CLINICAL I: LITERACY	3
EDU 314	SCIENCE FOR THE CHILD	3
EDU 315	SOCIAL STUDIES FOR THE CHILD	3
EDU 378	READING AND LEARNING STRATEGIES	3
SED 382d	CLINICAL II: PRACTICUM IN DEAF AND HARD OF HEARING	3
SED 359	LANGUAGE ASSESSMENT AND INSTRUCTION: DEAF AND HARD OF HEARING	3
SED 376	ASSESSMENT OF EXCEPTIONAL LEARNERS	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
Total Credits		69

American Sign Language (ASL) Minor

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, vocation, or residential school setting.

A Minor in American Sign Language consists of 18 credit hours:

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 265	DEAF HISTORY AND CULTURE	3
SED 393	SIMULTANEOUS SIGNED/ SPOKEN COMMUNICATION	3
Total Credits		18

Secondary Education Minor

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 in English or 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. 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.

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
EDU 350	R2S READING FOUNDATIONS	3
Sub-Total Credits		30

Certification Area

One of the following courses appropriate for the certification area:

Item #	Title	Credits
EDU 334	SECONDARY CURRICULUM AND METHODS FOR SOCIAL STUDIES	3
EDU 335	SECONDARY CURRICULUM AND METHODS FOR ENGLISH LANGUAGE ARTS	3
Sub-Total Credits		3

Additional Requirements

Total Credits	33

School of Liberal Arts and Sciences

Communications and Media Studies Major

Bachelor of Arts, BA

The Communications and Media Studies major aims to prepare students to work in a variety of professions including public relations, advertising, media relations, advancement, non-profit advocacy, project management, social and digital media, and many other industries. Core courses will emphasize multimodal communication and effective strategies for sharing information: information gathering, interpreting and evaluating, and presenting.

Program Learning Outcomes:

1. Students will demonstrate familiarity with key concepts, perspectives, and trends in communications and media.
2. Students will critically evaluate media messages through multiple perspectives, including their cultural, social, and historical contexts.
3. Students will apply theoretical and practical skills—grounded in professional and ethical standards—in both coursework and real-world experiences such as internships.
4. Students will effectively communicate across multimodal platforms with clarity, organization, and professionalism.

The major has a required core course component and several choices for elective courses to round

out the program of study depending on student interest and faculty availability. To earn a degree in Communications and Media Studies, a student must have a minimum GPA of 2.0 in all required coursework.

Converse Core: Comprehensive

Required Courses (21 credit hours)

Item #	Title	Credits
ENG 290	MULTIMODAL COMPOSITION	3
ENG 323	TECHNICAL WRITING AND COMMUNICATION	3
MTH 111	DATA LITERACY: ETHICS AND EMPOWERMENT FOR ALL DISCIPLINES	3
PSY 100	GENERAL PSYCHOLOGY	3
THR 120	PUBLIC SPEAKING	3
COM 400	COMMUNICATIONS AND MEDIA STUDIES INTERNSHIP	3
COM 110	Introduction to Cinema Studies	3
Sub-Total Credits		21

Electives

Choose 12 credit hours from the following:

6 hours must be at the 300 level or higher.

Additional electives may include courses with a significant emphasis on media and/or communication as approved by the Program director.

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
ATA 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATM 255	CREATING YOUR BRAND	3
BAD 206	BUSINESS COMMUNICATION	3-4
BAD 340	MARKETING PRINCIPLES	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
CON 301	GRANT WRITING	3
CRW 201	INTRODUCTION TO PROFESSIONAL WRITING	3
CSC 126	NAVIGATING THE REVOLUTION: AN INTRODUCTION TO DIGITAL STUDIES	3
ENG 394	LITERARY CRITICISM	3
GER 305	GERMAN INTELLECTUAL HISTORY	3
HCA 206	HEALTHCARE COMMUNICATIONS	3
HST 460	PUBLIC HISTORY	3
HST 409	POLITICAL VIOLENCE IN FILM	3
MTH 113	INTRODUCTION TO STATISTICS	4
PHI 315	AESTHETICS	3
PHI 350	PHILOSOPHY AND FILM	3
POL 102	INTRODUCTION TO INTERNATIONAL RELATIONS	3
POL 332	PUBLIC OPINION	3
PSY 231	SOCIAL PSYCHOLOGY	3
PSY 236	THEORIES OF PERSONALITY	3
GER 320	PSYCHOANALYTIC THEORY AND CRITICISM	3
Sub-Total Credits		12
Total Credits		33

Department of Natural Science

- DOUGLAS JENSEN, CHAIR
- SHERI STRICKLAND, ASSOCIATE CHAIR
- HANNAH BARNHILL
- MARK BOHLER
- ED GRIFFIN
- PATRICK GROF-TISZA
- JENNIFER HAWK
- KRISHNA PANCHAL

Biology Major (BA) Bachelor of Arts, BA

Department of Natural Sciences

- DOUGLAS P. JENSEN, chair
- SHARON STRICKLAND, associate chair
- HANNAH BARNHILL
- MARK BOHLER
- WILLIAM CASE
- PATRICK GROF TISZA
- EDWARD GRIFFIN
- JENNIFER HAWK

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 majoring biology should inform her adviser as early as possible. It is highly recommended, although not necessary, that they begin the chemistry sequence (CHM 190-203) and biology coursework during the freshman year. Students should work closely with their advisers to plan courses 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 University, 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 380. Chemistry projects and biology projects satisfy the requirements for both majors for students who are double majors in Biology and Chemistry. BIO 380 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

Students 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 that apply to the major. Cognate courses and additional electives are not calculated in major GPA.

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.

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.

Converse Core: Comprehensive

Introduction to Biological Sciences

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4
Sub-Total Credits		8

Diversity

Choose one course from two of the following three areas:

Item #	Title	Credits
	Animal Diversity	4-5
	Plant Diversity	4
	Field Biology	4
Sub-Total Credits		8-9

Cellular Biology

- Choose one of the following:

Item #	Title	Credits
BIO 310	CELL BIOLOGY	4
BIO 312	MICROBIOLOGY	4
Sub-Total Credits		4

Genetics

Choose one of the following:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4
Sub-Total Credits		4

Evolution

Item #	Title	Credits
BIO 302	EVOLUTIONARY BIOLOGY	3
Sub-Total Credits		3

Seminars

Item #	Title	Credits
BIO 491	SENIOR SEMINAR	3
Sub-Total Credits		3

Electives

Sub-Total Credits		1-2

Total Biology Courses

Sub-Total Credits		32

Cognate Coursework for the BA Biology Major

- Students earning a biology major with a BA degree must complete the following cognate courses in Chemistry and other Mathematics/Statistics and Sciences. The grades in these courses are not included in the major GPA.
- Student must take Statistics or Calculus and one more math or science class

Item #	Title	Credits
CHM 180	General Chemistry I	4
CHM 181	General Chemistry II	4
Sub-Total Credits		14-16

Math and Statistics

Students earning a biology major with a BA degree must be mathematically prepared for the first calculus course (MTH 120). They are then required to take either the first calculus course or statistics.

Students who enter the college placed at the level of MTH 120 or higher have satisfied the first part of this 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	Precalculus	3
	Calculus or Statistics	3-4
Sub-Total Credits		6-7

Non-Biology Natural Science or Mathematics Elective

Students earning a biology major with a BA degree must take a non-biology science or mathematics class beyond the requirements listed above. Options for this class include chemistry, physics, astronomy, geology, environmental science, mathematics, and computer science. The number must be higher than the number of the courses required.

Sub-Total Credits		3-4

Total Cognate Hours

Sub-Total Credits	13-15
Total Credits	45-47

Chemistry Major (BA)

Bachelor of Arts, BA

The Bachelor of Arts degree with a major in chemistry consists of 34 hours of coursework in chemistry and 15 hours of cognate coursework.

Converse Core: Comprehensive

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 180	General Chemistry I	4
CHM 181	General Chemistry II	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 315	PHYSICAL CHEMISTRY I	4
CHM 390	ANALYTICAL CHEMISTRY	5
CHM 307	JUNIOR SEMINAR	2
CHM 407	SENIOR SEMINAR	2
	Chemistry Elective 300-400 3-4 Level	
	Chemistry Elective 300-400 3-4 Level	
Sub-Total Credits		35-37

Math Cognate Requirements

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3
Sub-Total Credits		7

Physics Cognate Requirements

Complete one of the following Physics sequences:

Item #	Title	Credits
	PHY 241 and PHY 242 Elements of Physics I and II	8
	PHY 251 and PHY 252 Essentials of Physics I and II	8
Sub-Total Credits		8
Total Credits		49

Environmental Studies Major

Bachelor of Arts, BA

Environmental Studies is an interdisciplinary field, drawing from the natural sciences, the social sciences, and the humanities to help us understand and work with the environment in which we live. Students majoring in Environmental Studies at Converse take a diversity of courses in these fields to expose

them to human understanding of the environment. Additional courses in statistics and data science give them skills to evaluate environmental data. Students completing this liberal arts major should be able to critically evaluate and persuasively write and speak about environmental issues.

Converse Core: Comprehensive

Required Courses (24-26) credit hours)

Item #	Title	Credits
	ENV 101 or ENV 102	3-4
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
	CHM 107 or CHM 180	4
	MTH 113 or BAD 300 or ECN 300 or POL 303 or PSY 311	
	ECN 201 or ECN 202	3
ECN 329	ENVIRONMENTAL ECONOMICS	3
ENV 480	ENVIRONMENTAL STUDIES INTERNSHIP	3
Sub-Total Credits		24-26

Environmental Social Science

Choose one of the following:

Item #	Title	Credits
POL 370	TOPICS IN ENVIRONMENTAL POLITICS	3
ECN 323	ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES	3
GEO 300	WORLD GEOGRAPHY	3
Sub-Total Credits		3

Environmental Humanities

Choose one of the following:

Item #	Title	Credits
PHI 212	ENVIRONMENTAL PHILOSOPHY	3
HST 370	TOPICS IN ENVIRONMENTAL HISTORY	3
	ENG 380 (environmental focus only)	3
Sub-Total Credits		3

Additional Environmental Social Science or Environmental Humanities

Choose one course not already taken in the Environmental Social Science and Environmental Humanities section:

Item #	Title	Credits
POL 370	TOPICS IN ENVIRONMENTAL POLITICS	3
ECN 323	ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES	3
GEO 300	WORLD GEOGRAPHY	3
PHI 212	ENVIRONMENTAL PHILOSOPHY	3
HST 370	TOPICS IN ENVIRONMENTAL HISTORY	3
	ENG 380 (environmental focus only)	3
Sub-Total Credits		3

Environmental Math and Natural Science Course

Choose one of the following AND the appropriate prerequisite:

Item #	Title	Credits
	BIO 411 + Additional BIO Course	4-8
	BIO 303 + Additional BIO Course	4-8
	CHM 311 + Prerequisite CHM 390	4-8
	DSC 217 + CSC 201 Prerequisite	3-7
Sub-Total Credits		7-8
Total Credits		40-42

Biochemistry Major

Bachelor of Science, BS

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.

Converse Core: Comprehensive

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 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 310	INORGANIC CHEMISTRY	4
CHM 315	PHYSICAL CHEMISTRY I	4
CHM 390	ANALYTICAL CHEMISTRY	5
CHM 415	BIOCHEMISTRY I	4
CHM 416	BIOCHEMISTRY II	4
CHM 307	JUNIOR SEMINAR	2
CHM 407	SENIOR SEMINAR	2
Sub-Total Credits		37

Required Biology Courses

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4
Sub-Total Credits		8

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
Sub-Total Credits		7-8

Math Cognate Requirements

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
MTH 210	CALCULUS AND ANALYTIC GEOMETRY II	3
Sub-Total Credits		7

Physics Cognate Requirements

Complete one of the following Physics series:

Item #	Title	Credits
	PHY 251 and PHY 252 Essentials of Physics I and II	8
	PHY 241 and PHY 242 Elements of Physics I and II	8
Sub-Total Credits		8
Total Credits		67

Biology Major (BS)

Bachelor of Science, BS

Department of Natural Sciences

- DOUGLAS P. JENSEN, chair
- SHARON STRICKLAND, associate chair
- HANNAH BARNHILL
- MARK BOHLER

- WILLIAM CASE
- PATRICK GROF TISZA
- EDWARD GRIFFIN
- JENNIFER HAWK

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 majoring biology should inform her adviser as early as possible. It is highly recommended, although not necessary, that they begin the chemistry sequence (CHM 190-203) and biology coursework during the freshman year. Students should work closely with their advisers to plan courses 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 University, 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 380. Chemistry projects and biology projects satisfy the requirements for both majors for students who are double majors in Biology and Chemistry. BIO 380 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

Students 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 that apply to the major. Cognate courses and additional electives are not calculated in major GPA.

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.

The following biology 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. CHM 415 applies to the BS biology major as an elective.

Converse Core: Comprehensive

Introduction to Biological Sciences

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4
Sub-Total Credits		8

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
Sub-Total Credits		4-5

Plant Diversity

Choose one of the following:

Item #	Title	Credits
BIO 203	GENERAL BOTANY	4
BIO 303	SYSTEMATIC BOTANY	4
Sub-Total Credits		4

Cellular Biology

Choose one of the following:

Item #	Title	Credits
BIO 310	CELL BIOLOGY	4
BIO 312	MICROBIOLOGY	4
Sub-Total Credits		4

Field Biology

Choose one of the following:

Item #	Title	Credits
BIO 303	SYSTEMATIC BOTANY	4
BIO 411	ECOLOGY	4
Sub-Total Credits		4

Genetics

Choose one of the following:

Item #	Title	Credits
BIO 301	GENETICS	4
BIO 408	MOLECULAR BIOLOGY OF THE CELL	4
Sub-Total Credits		4

Evolution

Item #	Title	Credits
BIO 302	EVOLUTIONARY BIOLOGY	3
Sub-Total Credits		3

Seminars

Item #	Title	Credits
BIO 491	SENIOR SEMINAR	3
Sub-Total Credits		3

Electives

Sub-Total Credits		2-3

Total Hours in Biology

Sub-Total Credits		37

Cognate Coursework for BS in Biology Major:

Students earning a biology major with a BS degree must complete the following cognate courses in Chemistry, Mathematics/Statistics, and Physics. The grades in these courses are not included in the major GPA.

Item #	Title	Credits
CHM 180	General Chemistry I	4
CHM 181	General Chemistry II	4
CHM 203	ORGANIC CHEMISTRY I	4
PHY 241	ELEMENTS OF PHYSICS I	4
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
CHM 204 or PHY 2442		
Statistics II or Calculus II		3-3
Sub-Total Credits		26

Physics

Students must complete one of the following sequences in Physics.

Item #	Title	Credits
	PHY 241 and PHY 242 Elements of Physics I and II	8
	PHY 251 and PHY 252 Essentials of Physics I and II	8
Sub-Total Credits		8

Mathematics and Statistics

Students must complete Calculus I and either statistics or a math class higher than Calculus I.

Item #	Title	Credits
MTH 120	CALCULUS AND ANALYTIC GEOMETRY I	4
	Mathematics and Statistics Option	3-4
Sub-Total Credits		7-8

Total Cognate Hours

Sub-Total Credits	27-28
Total Credits	64-65

Biology Minor

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.

Required Courses

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4
Sub-Total Credits		8

Biology Electives

- The following courses **may not** count towards the minor: BIO 105, 112, 120, 199H, 391, 481, 491 and 497.

Sub-Total Credits	15
Total Credits	23

Chemistry Minor

Minor

A chemistry minor requires 20 credit hours of coursework in chemistry (5 courses). The program of study is as follows:

Required Courses

**Note that if a student is taking Biochem I (CHM 415) to count as a BIO elective they may NOT count it toward the Chemistry minor (i.e. no double dipping).

Item #	Title	Credits
CHM 180	General Chemistry I	4
CHM 181	General Chemistry II	4
CHM 203	ORGANIC CHEMISTRY I	4
CHM 204	ORGANIC CHEMISTRY II	4
CHM 3xx or 4xx	Chemistry Laboratory Elective (300-400 level)	4
Total Credits		20

Environmental Studies Minor

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.

None of the courses may count towards the student's major.

The minor consists of a minimum of 21 credit hours of coursework, as follows:

Introduction

Students must take either ENV 101 with a lab or ENV 102 without a lab.

Item #	Title	Credits
	ENV 101 or ENV 102	3-4
Sub-Total Credits		3-4

Social Science

One Social Science course with an environmental focus

- Environmental Economics
- Environmental Policy
- World Geography (GEO 300)

Sub-Total Credits	3

Humanities

One Humanities, Fine Arts, or Literature course with an environmental focus.

- Environmental Philosophy
- Environmental Literature
- Environmental History

Sub-Total Credits	3

Natural Science

One Natural Science course other than ENV 101 or ENV 102 with an environmental focus.

- Spring Flora
- Systematic Botany
- Ecology
- Geology
- Environmental Chemistry

Sub-Total Credits	3-4

Elective courses

The student must take additional courses with an environmental focus that 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.

Sub-Total Credits	7-9

Total Credits	21

Department of Behavioral and Social Sciences

Child and Family Studies Major

Bachelor of Arts, BA

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.

Converse Core: Comprehensive

Required Courses

Item #	Title	Credits
CFS 200	INTRO TO CHILD AND FAMILY STUDIES	3
CFS 201	FAMILY SYSTEMS	3
CFS 301	PLAY, LEARNING, AND THE BRAIN	3
CFS 302	CHILD, YOUTH, AND FAMILY POLICY	3
CFS 401	SENIOR SEMINAR	3
CON 102	FROM STUDENT TO PROFESSIONAL: JOB SEARCH STRATEGIES	1
CFS 403	INTERNSHIP	3
	CFS 303 or PSY 380 or EDU 305	3
Sub-Total Credits		22

Child Development Specialist Concentration

Choose 4 Courses

Item #	Title	Credits
CON 301	GRANT WRITING	3
ART 311	ART FOR THE CHILD	3
CFS 125	FIRST YEAR SEMINAR	3
EDU 309	LITERATURE FOR THE CHILD	3
EDU 330	SPECIAL TOPICS IN EDUCATION	1-3
EDU 360	INTRODUCTION TO EDUCATION	3
EDU 361	CURRICULUM DESIGN AND CLASSROOM MANAGEMENT	3
EDU 405	CURRICULUM FOR EARLY CHILDHOOD	3
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
SED 321	FOUNDATIONS OF AUTISM SPECTRUM DISORDER (ASD)	3
SED 330	SPECIAL TOPICS IN EDUCATION	1-3
SED 380	INTRODUCTION TO INTELLECTUAL DISABILITIES	3
SED 395	INTRODUCTION TO LEARNING DISABILITIES	3
SED 397	INTRODUCTION TO EMOTIONAL DISABILITIES	3
CFS 249	SPECIAL TOPICS IN CHILD & FAMILY STUDIES	3
Sub-Total Credits		12

Child/Behavior Advocate Concentration

Choose 4 or more. Must have 12 hours.

Item #	Title	Credits
CON 301	GRANT WRITING	3
ART 311	ART FOR THE CHILD	3
ART 355	SURVEY OF ART THERAPY	3
CFS 125	FIRST YEAR SEMINAR	3
CFS 303	ADOLESCENT DEVELOPMENT	3
EDU 305	BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD	3
EDU 360	INTRODUCTION TO EDUCATION	3
FIN 200	PERSONAL FINANCE	3-4
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	3
PSY 100	GENERAL PSYCHOLOGY	3
PSY 150	SPECIAL TOPICS IN PSYCHOLOGY	1-4
PSY 280	HEALTH PSYCHOLOGY	3
PSY 281	YOGA AND STRESS MANAGEMENT	4
PSY 320	BODY IMAGE, EATING DISORDERS, AND OBESITY	3-3
PSY 370	CHILD ABUSE AND NEGLECT	3
PHI 201	CONTEMPORARY MORAL ISSUES	3
SED 330	SPECIAL TOPICS IN EDUCATION	1-3
CFS 249	SPECIAL TOPICS IN CHILD & FAMILY STUDIES	3
Sub-Total Credits		12

Health Services Concentration

Choose 4 or more. Must have 12 hours.

Item #	Title	Credits
CON 301	GRANT WRITING	3
ART 355	SURVEY OF ART THERAPY	3
BAD 206	BUSINESS COMMUNICATION	3-4
BAD 330	MANAGEMENT	3
BAD 332	HUMAN RESOURCES MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
BAD 348	SPORTS MARKETING	3-4
BIO 110	MEDICAL TERMINOLOGY	3
CFS 125	FIRST YEAR SEMINAR	3
FIN 200	PERSONAL FINANCE	3-4
HCA 206	HEALTHCARE COMMUNICATIONS	3
HCA 230	INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
HPE 361	WOMEN IN SPORT: A STRUGGLE FOR EQUALITY	3
MTY 151	INTRODUCTION TO MUSIC THERAPY	3
PSY 150	SPECIAL TOPICS IN PSYCHOLOGY	1-4
PSY 280	HEALTH PSYCHOLOGY	3
PSY 320	BODY IMAGE, EATING DISORDERS, AND OBESITY	3-3
PSY 370	CHILD ABUSE AND NEGLECT	3
PSY 374	Psychological Disorders	3
SOC 306	THE FAMILY	3
CFS 249	SPECIAL TOPICS IN CHILD & FAMILY STUDIES	3
PSY 233	PSYCHOLOGY OF LEARNING	4
Sub-Total Credits		12
Total Credits		34

Health and Wellness Major

Bachelor of Arts, BA

The Health and Wellness Studies major aims to prepare students to work in a variety of healthcare professions, including community and corporate health, health education, law and public policy, and the fitness industry. The coursework and the final capstone (internship) ensure students gain the knowledge, skills, and

abilities to pursue further education in graduate and professional schools (fitness training, healthcare administration, research, community advocacy, and mental health advocacy) and are prepared for gainful employment in healthcare and fitness industry.

The major has a required core course component and 3 concentration options, each of which has both required and elective courses. Student credit hours to be earned: 40-42

Converse Core: Comprehensive

Required Courses

Item #	Title	Credits
	BIO 105, BIO 106, or BIO 191	3-4
THR 120	PUBLIC SPEAKING	3
	HPE 255 or HPE 256	3
	MTH 113 OR PSY 310 OR POL 3303	
	PHI 200 or PHI 201	3
HCA 430	COMMUNITY AND POPULATION HEALTH	3
HWS 450	INTERNSHIP: HEALTH AND WELLNESS	3
HWS 480	SENIOR SEMINAR	3
Sub-Total Credits		24-25

Concentration 1: Health Promotion (17 hours)

Required Courses

5 hours required

Item #	Title	Credits
BIO 255	BASIC NUTRITION	3
HPE 180	CPR, FIRST AID, AED, AND PERSONAL SAFETY	2
Sub-Total Credits		5

Electives

Select minimum 12 credit hours from the following (one must be over 300 level)

Item #	Title	Credits
PSY 280	HEALTH PSYCHOLOGY	3
PSY 281	YOGA AND STRESS MANAGEMENT	4
PSY 303	WOMEN'S WELL-BEING AND YOGA	3
PSY 370	CHILD ABUSE AND NEGLECT	3
PSY 360	INTIMATE RELATIONSHIPS AND HUMAN SEXUALITY	4
PSY 320	BODY IMAGE, EATING DISORDERS, AND OBESITY	3-3
HPE 355	ISSUES IN WOMEN'S HEALTH	4
BIO 110	MEDICAL TERMINOLOGY	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
ENV 150	SPECIAL TOPICS	3-4
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
CON 301	GRANT WRITING	3
DAN 340	THE BODY IN MOTION	3
Sub-Total Credits		12

Concentration 2: Public Policy, Law, and Ethics (18 hours)

Required Courses

6 hours required

Item #	Title	Credits
	ECN 201 or ECN 202	3
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
Sub-Total Credits		6

Electives

Select a minimum 12 credit hours from the following (one must be over 300 level)

Item #	Title	Credits
ECN 324	BUSINESS AND THE PUBLIC SECTOR	3
POL 332	PUBLIC OPINION	3
POL 335	CONSTITUTIONAL LAW	3
HCA 451	HEALTHCARE LEGAL AND ETHICAL ISSUES	3
HCA 350	HEALTHCARE DELIVERY SYSTEMS	3
HPE 355	ISSUES IN WOMEN'S HEALTH	4
ENG 323	TECHNICAL WRITING AND COMMUNICATION	3
CON 301	GRANT WRITING	3
HPE 340	PRINCIPLES OF COACHING	3
POL 301	THE AMERICAN CONGRESS	3
BAD 203	SOCIAL ENTREPRENEURSHIP	3
ECN 291	SPECIAL TOPICS IN ECONOMICS	3-4
POL 405	STUDIES IN WORLD AFFAIRS	3
Sub-Total Credits		12

Concentration 3: Fitness (17 hours)

Required Courses

5 hours required

Item #	Title	Credits
	BAD 340 or BAD 328	3
HPE 180	CPR, FIRST AID, AED, AND PERSONAL SAFETY	2
Sub-Total Credits		5

Electives

Select a minimum 12 credit hours from the following (one must be over 300 level)

Item #	Title	Credits
BIO 255	BASIC NUTRITION	3
HPE 250	PERSONAL TRAINING	3
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 205	HUMAN ANATOMY	4
BIO 211	HUMAN PHYSIOLOGY	4
BIO 191	INTRODUCTION TO BIOLOGICAL SCIENCE II	4
BIO 311	EXERCISE PHYSIOLOGY	3
PSY 100	GENERAL PSYCHOLOGY	3
BIO 110	MEDICAL TERMINOLOGY	3
HCA 350	HEALTHCARE DELIVERY SYSTEMS	3
HPE 393	HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS	3
HPE 355	ISSUES IN WOMEN'S HEALTH	4
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
CON 301	GRANT WRITING	3
HPE 340	PRINCIPLES OF COACHING	3
Sub-Total Credits		12
Total Credits		40-42

Psychology

- JEREMY FOUST
- EMILY HERRY
- RICHARD KEEN
- JANET R. LEFRANCOIS
- MARIE LePAGE
- MONICA McCOY

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
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.

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.

Psychology Major

Bachelor of Arts, BA

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 University.

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 may choose an optional Clinical concentration, which requires 16 credits.

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

Converse Core: Comprehensive

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 480	SENIOR SEMINAR	3
PSY 374	Psychological Disorders	3
Sub-Total Credits		19

Additional Psychology Electives

Sub-Total Credits	12

Clinical Concentration Option

Students wishing to complete a clinical concentration as part of their psychology major will need to complete four electives that specifically focus on clinical/counseling skills. These electives may also count for the general major electives.

Item #	Title	Credits
PSY 374	Psychological Disorders	3
	Clinical electives	13
Sub-Total Credits		16
Total Credits		31-47

Psychology Minor

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 University regulations will permit.

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
Sub-Total Credits		12

Psychology Option

Complete one of the following:

Item #	Title	Credits
PSY 374	Psychological Disorders	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
Sub-Total Credits		3

Additional Psychology Elective

Sub-Total Credits		6
Total Credits		21

Politics

- JOE P. DUNN
- JOHN M. THEILMANN, Chair
- ALLISON VICK

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.

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.

Politics Major

Bachelor of Arts, BA

Students must complete a minimum of 36 hours. 11 courses (3 or 4 hrs.) plus the capstone POL 480: Senior Seminar.

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 may be 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 major requirements are as follows:

Converse Core: Comprehensive

Introductory

Item #	Title	Credits
POL 101	INTRODUCTION TO AMERICAN GOVERNMENT	3
POL 102	INTRODUCTION TO INTERNATIONAL RELATIONS	3
POL 202	Introduction to Political Science	3
Sub-Total Credits		9

American Government

Two courses from:

Item #	Title	Credits
POL 301	THE AMERICAN CONGRESS	3
POL 311	THE AMERICAN PRESIDENCY	3
POL 316	AMERICAN POLITICAL THOUGHT	3
POL 335	CONSTITUTIONAL LAW	3
POL 350	ELECTIONS AND POLITICAL PARTIES	3
Sub-Total Credits		6

Public Policy, Political Process, and Political Culture

Two courses from:

Item #	Title	Credits
POL 220	SPECIAL TOPICS IN POLITICS	3
POL 223	WOMEN & POLITICS	3
POL 303	SOCIAL STATISTICS	4
POL 308	Special Topics Politics	3
POL 332	PUBLIC OPINION	3
POL 333	SOUTHERN POLITICS	3
POL 442	THE CIVIL RIGHTS ERA	3
POL 448	PUBLIC ADMINISTRATION	3
Sub-Total Credits		6

International Affairs

Two courses from:

Item #	Title	Credits
POL 370	TOPICS IN ENVIRONMENTAL POLITICS	3
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 409	POLITICAL VIOLENCE IN FILM	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
Sub-Total Credits		6

Electives

Two courses from the 200-400 level.

Sub-Total Credits		6

Senior Seminar

Item #	Title	Credits
POL 480	SENIOR SEMINAR	3
Sub-Total Credits		3

Internships

Internships do NOT count toward the 36 minimum credits for the degree.

Item #	Title	Credits
POL 494	THE CONGRESSIONAL INTERNSHIP	3-6
POL 495	STATE LEGISLATIVE INTERNSHIP	3-6
POL 496	PUBLIC ADMINISTRATION AND PUBLIC POLICY INTERNSHIP	3-6
POL 498	COURT AND LAW OFFICE INTERNSHIP	3-6
Sub-Total Credits		12-24

Model Programs

The various Model Program classes (POL 491, 492, 493) DO NOT count toward the 36 credit requirement for the major.

Item #	Title	Credits
POL 491	MODEL UNITED NATIONS	
POL 492	MODEL ARAB LEAGUE	1-3
POL 493	MODEL NATO	1
Sub-Total Credits		2-4
Total Credits		36

Politics Minor

Bachelor of Arts, BA

Students with a minor in politics must take at least one course in each of the four areas—Introductory, American Government, Public Policy/Political Process/Political Culture, and International Affairs. The other three courses may be from any POL course. The capstone course is not required.

Total Credits	21

School of the Arts

Dance Education Minor

Minor

A student may elect to take a minor in Dance Education, which consists of 21-24 hours of coursework. Students enrolled in the minor will complete coursework in the Department of Education and the Department of Theatre & Dance. There are no production requirements attached to the minor, and it does not lead to teacher certification.

Required Courses

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
DAN 190	DANCE: PAST AND PRESENT	3
DAN 320	DANCE PEDAGOGY	3
	EDU 361 or SED 300	3
Sub-Total Credits		15

Dance Electives

Choose three of the following courses:

Item #	Title	Credits
DAN 100	INTRODUCTION TO DANCE	3
DAN 106	COMPOSITION I	3
DAN 110	CONTEMPORARY DANCE I	2
DAN 111	BALLET I	2
DAN 113	TAP DANCE I	2
DAN 114	JAZZ DANCE I	2
DAN 230	DANCE FOR MUSICAL THEATRE I	3
DAN 210	CONTEMPORARY DANCE II	2
DAN 211	BALLET II	2
DAN 213	TAP DANCE II	2
DAN 214	JAZZ DANCE II	2
DAN 231	DANCE FOR MUSICAL THEATRE II	3
DAN 310	CONTEMPORARY DANCE III	2
DAN 311	BALLET III	2
DAN 313	TAP DANCE III	2
DAN 314	JAZZ DANCE III	2
Sub-Total Credits		6-9
Total Credits		21-24

Theatre Education Minor

Minor

A student may elect to take a minor in Theatre Education, which consists of 21 hours of coursework. Students enrolled in the Theatre Education minor will complete coursework in the Department of Education and the Department of Theatre & Dance. There are no production requirements attached to the minor, and it does not lead to teacher certification.

Required Courses

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
THR 200	Theatre: Past and Present	3
THR 320	THEATRE PEDAGOGY	3
	EDU 361 or SED 300	3
	THR 100 or THR 220	3
	THR 115 or THR 240 or THR 350	3
Total Credits		21

Department of Art, Design, and Letters

- DR. CHRISTOPHER VANEMAN, dean

Mission Statement

The School of the Arts at Converse University 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 University 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:

- CTW 100
- CTW 200

Department of Art, Design, and Letters

- MARY CARLISLE, chair
- ANDREW BLANCHARD
- ROSS BRENDLE
- KRIS BURTON
- VIVIANNE CAREY
- ANDREA ELLIOTT
- JEROME GOMEZ, assistant chair
- SUSANNE GUNTER
- MICHAEL MASSENGALE
- RICK MULKEY
- JENA THOMAS
- SUSAN TEKULVE

Mission

The Department of Art, Design, and Letters provides our students with authentic 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, Design, and Letters has established the following goals:

1. To provide a comprehensive, sequential curriculum that encompasses studio art and design, art history and evolving directions within the various programs of study.
2. To incorporate critical thinking and creative expression in all areas of study.
3. To provide career advising and mentorship for students through pre-professional educational experiences outside of the standard classroom setting.
4. To promote skill proficiency in the use of innovative equipment and techniques.

Beyond training the student in the practice of the student's 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, Design, and Letters 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, interior design, or creative writing. 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, Design, and Letters chair for guidance in a double major or a minor in art history, studio art, or arts administration.

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 administration minor, which is interdisciplinary between art, music, and theatre. The arts administration 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 administration is available to all Converse students. For complete information on the arts administration 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.

GEP requirements before Fall 2025:

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
CTW 100: Creativity That Works I	1 hours
CTW 200: Creativity That Works II	2 hour
(CTW 100 and CTW 200 are required and satisfy 3 hours of Fine Arts GEP credit)	

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

New GEP requirements beginning Fall 2025:

Textural Analysis	3 hours
Natural Sciences	4 hours
Social Sciences	3 hours
Arts (outside the major)	3 hours
Humanities	3 hours
Writing (English 101 or 290, or exempt)	3 hours
Quantitative & Mathematical Reasoning	3 hours
Language	6 hours
Culture and Diversity	3 hours
Total	31 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.

Art Education Major

Bachelor of Arts, BA

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.

Converse Core: Essential

Foundation Courses

SOA Requirement

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II 2	
Sub-Total Credits		3

Required Courses

Item #	Title	Credits
	2D DESIGN: ART 111 or 125	3
	3D DESIGN: Art 112 or 125	3
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
	DRAWING I: ART 113 or ART 125	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
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1
Sub-Total Credits		32

Art Selection

Choose two additional courses from the following or an approved Special Topics or Art History course. ART 200 is strongly recommended.

Item #	Title	Credits
ART 200	INTRODUCTION TO ART BEYOND THE WEST	3
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 290	SPECIAL TOPICS IN ART HISTORY	3-4
Sub-Total Credits		6

Art Education

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

ART 314 will have an online component.

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/

Item #	Title	Credits
ART 300	ART FOR THE ELEMENTARY SCHOOL	3
ART 300L	ART FOR THE ELEMENTARY SCHOOL: LAB CLINICAL	1
ART 316	ART FOR THE SECONDARY SCHOOL	3
ART 316L	ART FOR THE SECONDARY SCHOOL: LAB CLINICAL	2
ART 314	SCHOOL ART CURRICULUM AND METHODS	3
ART 388	GLOBAL PERSPECTIVES IN ART EDUCATION	3
Sub-Total Credits		15

Education and Psychology

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

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
EDU 425	TEACHING OF READING: CONTENT AREAS	3
EDU 412h	DIRECTED STUDENT TEACHING IN ART	12
Sub-Total Credits		21

Studio Art

Choose 1 from beginning, intermediate, or advanced studio courses.

Item #	Title	Credits
	Painting	
	Printmaking	
	Graphic Design	
	Digital Media	
	Sculpture	
	Photography	
	Drawing	
	Ceramics	
ART 317	STUDIO ART TRAVEL PROGRAM	3-6
ART 360	SPECIAL TOPICS IN STUDIO ART	3-6
ART 410	ADVANCED STUDIO ART	3
ART 495	SENIOR PROJECT	3-6
Sub-Total Credits		3
Total Credits		77

Art History Major

Bachelor of Arts, BA

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 of 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 University, 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 ART HISTORY MAJOR

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.

Converse Core: Essential

Foundation Courses

SOA Requirements

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II2	
Sub-Total Credits		3

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
	DRAWING I: ART 113 or ART 125	3
ART 150	SCULPTURE I	3
ART 170	PAINTING I	3
Sub-Total Credits		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
Sub-Total Credits		9

Art History Selection

Either ART 307 or ART 464 fulfills the experiential learning requirement for degree program.

Item #	Title	Credits
	ART 464 or ART 307	3-4
	PHI 315 or ART 405	3
Sub-Total Credits		6-7

Art History Requirements

ART 460 fulfills the capstone and writing intensive GEP requirements.

Item #	Title	Credits
ART 306	TWENTIETH CENTURY ART BEFORE 1945	3
ART 309	ART SINCE 1945	3
ART 460	ART HISTORY SENIOR SEMINAR	3
Sub-Total Credits		9

Art Electives

Plus three additional courses from the following areas:

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

Sub-Total Credits	9

Humanities and/or Literature

Choose 2 courses in humanities and/or literature. This is in addition to the Core requirements and must be approved by the art history advisor.

Sub-Total Credits	6
Total Credits	45-46

Art History Minor

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 additional art history courses at the 200 level or above, in four different subject areas.

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
Sub-Total Credits		6

Art History Selection

- Four additional art history courses at the 200 level or above, in four different subject areas. This can include Art History Internship and Art History Travel.

Sub-Total Credits	12
Total Credits	18

Arts Administration Minor

Minor

- MARY CARLISE, coordinator

Mission Statement

The arts administration minor at Converse University 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 administrative 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 Administration Minor

The GPA for the Arts Administration minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

Required Courses

Item #	Title	Credits
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
ATA 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
ATA 465	PROFESSIONAL INTERNSHIP IN ARTS ADMINISTRATION	1-3
Sub-Total Credits		9

Required Selection

Choose one from the following:

Item #	Title	Credits
ACC 211	ACCOUNTING PRINCIPLES I	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
CRW 201	INTRODUCTION TO PROFESSIONAL WRITING	3
Sub-Total Credits		3

Required Selections

Choose ANY three of the following courses, in diverse disciplines. One can be from the major department if a Fine Arts major.

Item #	Title	Credits
ART 100	ART APPRECIATION	3-4
ART 101	STUDIO ART APPRECIATION	3-4
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 217	ART APPRECIATION TRAVEL STUDY	4
ART 290	SPECIAL TOPICS IN ART HISTORY	3-4
ART 317	STUDIO ART TRAVEL PROGRAM	3-6
ART 325	SPECIAL TOPICS IN NON WESTERN ART	3
CRW 200	INTRODUCTION TO CREATIVE WRITING	3
DES 101	INTERIOR DESIGN APPRECIATION	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3
DAN 190	DANCE: PAST AND PRESENT	3
THR 100	INTRODUCTION TO THEATRE	3
THR 104	INTRODUCTION TO ASIAN THEATRE	3
THR 105	THEATRE AND DANCE STUDY-TRAVEL	4
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	MUSICAL THEATRE: PAST AND PRESENT	3
THR 240	STAGE MANAGEMENT	3
MUH 110	MUSIC APPRECIATION	3
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 115	THE BEATLES	3
	MUSIC AND SOCIAL CHANGE MUH 210 SPECIAL TOPICS IN MUSIC	3

MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
Sub-Total Credits		9
Total Credits		21

Interior Design Major

Bachelor of Fine Arts, BFA

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.

Converse Core: Essential

Foundation Courses

SOA Requirements

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II 2	
Sub-Total Credits		3

Studio Foundation Courses

Item #	Title	Credits
	2D DESIGN: ART 111 or 125	3
	3D DESIGN: Art 112 or 125	3
	DRAWING I: ART 113 or ART 125	3
	Art 124 or Art 126	3
	Studio Art Electives	6
Sub-Total Credits		18

Art and Interior Design History

DES 381 and DES 382 will have an online component.

Item #	Title	Credits
ART 201	INTRODUCTION TO HISTORY OF WESTERN ART I	3
ART 202	INTRODUCTION TO HISTORY OF WESTERN ART II	3
DES 381	HISTORY OF INTERIORS I	3
DES 382	HISTORY OF INTERIORS II	3
Sub-Total Credits		12

Interior Design

Item #	Title	Credits
DES 280	DESIGNING WITH COLOR	3
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 288	INTERIOR CONSTRUCTION	3
DES 289	PRESENTATION SKILLS	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
Sub-Total Credits		46

Senior Requirements

Item #	Title	Credits
DES 485	PROFESSIONAL DESIGN WORK EXPERIENCE	3
ART 415	SENIOR EXHIBITION	1
Sub-Total Credits		4
Total Credits		80

Studio Art Major

Bachelor of Arts, BA

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. Show an understanding of historic and contemporary art in relationship to their own and other artists' works.
4. Apply for a variety of career opportunities.

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 show an understanding of 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.

Forty-seven 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.

Converse Core: Essential

Foundation Courses

SOA Requirements

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
Sub-Total Credits		3

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	INTRODUCTION TO ART BEYOND THE WEST	3
Sub-Total Credits		9

Upper Division Art History Requirement

Item #	Title	Credits
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
Sub-Total Credits		3

Studio 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
	Art 124 or Art 126	3
Sub-Total Credits		27

Advanced Studio Courses

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

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

Sub-Total Credits		9

Senior Requirements

Item #	Title	Credits
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1
Sub-Total Credits		2

Experiential Learning Requirement

Complete at least 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	1-3
ART 466	ARTIST IN RESIDENCY INTERNSHIP	3
ART 490	DIRECTED INDEPENDENT STUDY	1-3
ART 495	SENIOR PROJECT	3-6
Sub-Total Credits		3
Total Credits		50

Studio Art Major

Bachelor of Fine Arts, BFA

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 77 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.

Converse Core: Essential

Foundation Courses

SOA Requirement

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II 2	
Sub-Total Credits		3

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	INTRODUCTION TO ART BEYOND THE WEST	3
Sub-Total Credits		9

Art History Elective

Choose one of the following:

Item #	Title	Credits
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
Sub-Total Credits		3

Upper Division Art History Elective

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

Sub-Total Credits		3

Fundamental Art Requirements

Item #	Title	Credits
	2D DESIGN: ART 111 or 125	3
	3D DESIGN: Art 112 or 125	3
	DRAWING I: ART 113 or ART 125	3
ART 213	DRAWING II	3
ART 120	PRINTMAKING I	3
ART 130	CERAMICS I	3
ART 140	PHOTOGRAPHY 1	3
ART 150	SCULPTURE I	3
ART 170	PAINTING I	3
	Art 124 or Art 126	3
Sub-Total Credits		30

Advanced Studio Art

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

Must include the following:

- ART 410 for 6 credits
 - ART 495 both semesters of senior year for 6 credits
- These fulfill the experiential learning requirement for degree program = 12 hours
- Will need an additional 21-22 hours of additional courses.

For a total of 33 credits.

Item #	Title	Credits
ART 495	SENIOR PROJECT	3-6
ART 410	ADVANCED STUDIO ART	3
Sub-Total Credits		33

Internship in Art

Choose one of these courses. Up to six credit hours

Item #	Title	Credits
ART 465	STUDIO ART INTERNSHIP	1-3
ART 466	ARTIST IN RESIDENCY INTERNSHIP	3
Sub-Total Credits		3-6

Senior Seminar and Exhibition

Senior Seminar is a capstone course. Senior Exhibition does not count toward degree total.

Item #	Title	Credits
ART 414	SENIOR SEMINAR	1
ART 415	SENIOR EXHIBITION	1
Sub-Total Credits		2

Total Credits

83-86

Studio Art Minor

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, ART 112 or 125: 3D Design, ART 113, ART 201, ART 202, and one additional art elective.

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
Sub-Total Credits		15

One Studio Art Elective

Sub-Total Credits		3
Total Credits		18

Creative Writing

Creative and Professional Writing Major

Bachelor of Fine Arts, BFA

The Bachelor of Fine Arts degree with a creative and professional writing major will provide serious, aspiring 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 in professional creative writing 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 other programs. The creative and professional

writing major requires 45 hours in addition to the [GEP requirements](#). Major requirements include 33 hours of core courses and an additional 12 hours chosen from CRW, THR, ART, and ATA. Students seeking admittance to the major in creative and professional writing must achieve at least a 2.75 in CRW 200: Introduction to Creative Writing and receive a recommendation from the creative writing faculty before being accepted into the major. Upon completion of CRW 200, students may apply for admission into 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.

Converse Core: Foundational

Core Required Courses

Item #	Title	Credits
CRW 200	INTRODUCTION TO CREATIVE WRITING	3
CRW 201	INTRODUCTION TO PROFESSIONAL WRITING	3
CRW 300	FICTION WORKSHOP	3
CRW 301	POETRY WORKSHOP	3
CRW 302	CREATIVE NONFICTION WORKSHOP	3
CRW 303	FEATURE WRITING	3
CRW 305	CRAFT STUDIES IN PROSE	3
CRW 306	CRAFT STUDIES IN POETRY	3
CRW 498	BFA SENIOR SEMINAR	3
	Survey Literature	6
Sub-Total Credits		33

Additional Major Requirements

Twelve additional hours selected from the following:

**CRW 205 may be repeated for up to six hours.*

Item #	Title	Credits
ART 124	GRAPHIC DESIGN I	3
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
CRW 205	LITERARY MAGAZINE EDITING PRACTICUM	2
CRW 206	INTRODUCTION TO PUBLISHING	3
CRW 304	SPECIAL TOPICS IN WRITING	3
CRW 311	WRITING THE NOVEL	3
CRW 312	NOVELLA WRITING	3
CRW 399	PUBLICATIONS/MEDIA INTERNSHIP	3
CRW 400	ADVANCED TUTORIAL IN FICTION	3
CRW 401	ADVANCED TUTORIAL IN POETRY	3
THR 391	PLAYWRITING	3
Sub-Total Credits		12
Total Credits		45

Creative and Professional Writing Minor

Minor

A minor in Creative and Professional Writing is a great complement to any major, sharpening skills in writing and editing and offering marketable skills for a variety of careers in arts, business, journalism, sciences and others. The Creative and Professional Writing minor requires a minimum of 21 hours of coursework.

Core Required Courses

Item #	Title	Credits
CRW 200	INTRODUCTION TO CREATIVE WRITING	3
CRW 201	INTRODUCTION TO PROFESSIONAL WRITING	3
CRW 300	FICTION WORKSHOP	3
CRW 301	POETRY WORKSHOP	3
CRW 303	FEATURE WRITING	3
Sub-Total Credits		15

Additional Minor Requirements

Six additional hours selected from the following:

Item #	Title	Credits
CRW 205	LITERARY MAGAZINE EDITING PRACTICUM	2
CRW 302	CREATIVE NONFICTION WORKSHOP	3
CRW 304	SPECIAL TOPICS IN WRITING	3
CRW 305	CRAFT STUDIES IN PROSE	3
CRW 306	CRAFT STUDIES IN POETRY	3
CRW 400	ADVANCED TUTORIAL IN FICTION	3
CRW 401	ADVANCED TUTORIAL IN POETRY	3
Sub-Total Credits		6
Total Credits		21

Carroll McDaniel Petrie School of Music

- SUSANA LALAMA, Director
- VALERIE MACPHAIL, Assistant Director
- RACHEL BANI
- DAVID BERRY
- LIZ EGGERDING
- STEVEN GRAFF
- PATRICIA S. FOY
- KEITH JONES
- COURTNEY LEBAUER
- SUSAN LYLE
- SCOTT ROBBINS
- MILDRED ROCHE
- CAROL SHULTIS
- CHRIS VANEMAN
- 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, Bachelor of Musical Arts, 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

To be admitted to the Petrie School of Music, a prospective student must satisfy the admission requirements of Converse University 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 performing areas 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, students are assigned an adviser who will work with them for the remaining years of their 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 University 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 University 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 Director 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 University's General Education Program.

Performance studies (private lessons) are available for all Converse students, subject to the approval of the Director 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.

Music Major

Bachelor of Arts, BA

Student Learning Outcomes

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.

- Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
- Students will advocate for their art and themselves as artists.

Converse Core: Foundational

Required Courses

- Students must complete 6 terms of MUH 100: Recital Attendance (0 credits)
- In lieu of Piano Classes 1-3, students with a concentration in keyboard studies should substitute two long terms of study in another instrument or voice.
- For music majors the First Year Seminar will be Music History I.
- In Music Core classes that are sequential (MUH, MUT, and Piano Class) students must receive a C- in each class before proceeding to the next class in the sequence.

Item #	Title	Credits
	ENSEMBLE (4 terms)	4
MUA 126	Beginning Class Piano I	1
MUA 127	Beginning Class Piano II	1
MUA 485	SENIOR PROJECT	0
MUH 100	RECITAL 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	
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	
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
	PL 220 (8 credits)	8
	PL 320 (4 credits)	4
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II2	
Sub-Total Credits		52

Recommended Coursework

One or both of the following is strongly recommended for all voice students.

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN2 AND ENGLISH DICTION	
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
Sub-Total Credits		2-4
Total Credits		52

Composition Major

Bachelor of Music, BM

Student Learning Outcomes

- Students will be able to demonstrate advanced ability to compose music in a variety of styles, forms, notations and mediums.
- Students will be able to demonstrate fluency in current notation and composition technology.
- Students will be able to demonstrate the ability to work with performers towards performance of composition.

Converse Core: Essential

Required Music Courses

- Composition Majors who exempt Class Piano requirements should replace those credits with applied study in a different performing area.
- MUH 100 Recital Attendance - 6 semesters required.
- In Music Core classes that are sequential (MUH, MUT, and Piano Class) students must receive a C- in each class before proceeding to the next class in the sequence.

Item #	Title	Credits
	Ensembles (8 Terms)	8
MUH 100	RECITAL 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
MUE 351	FUNDAMENTALS OF CONDUCTING	1
MUA 126	Beginning Class Piano I	1
MUA 127	Beginning Class Piano II	1
MUA 226	Intermediate Class Piano I	1
MUA 227	Intermediate Class Piano II	1
Sub-Total Credits		25

Music History Elective

Complete one of the following (total 3 credit hours):

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
Sub-Total Credits		3

Music Theory and Composition

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, IMPROVISATION, AND ARRANGING	2
MUT 381	MUSIC COMPOSITION	2
MUT 383	MUSIC COMPOSITION	2
MUT 410	SENIOR RECITAL, MUSIC COMPOSITION	0
MUT 433	COUNTERPOINT	3
MUT 443	ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS	3
MUT 453	ADVANCED ANALYSIS	3
MUT 481	MUSIC COMPOSITION	3
MUT 483	MUSIC COMPOSITION	3
Sub-Total Credits		42

Music Media Elective

Complete one of the following:

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
Sub-Total Credits		3

Music Electives

3 total credit hours

Sub-Total Credits		3

Required Experimental Learning

Choose one of the following (3 required credit hours):

Item #	Title	Credits
MUT 450	INTERNSHIP IN MUSIC THEORY OR COMPOSITION	1-6
MUT 470	DIRECTED INDEPENDENT STUDY	1-3
Sub-Total Credits		3-6

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
Art Appreciation or Art History	3 hours

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
Sub-Total Credits		34-37

Free Electives

10 total credit hours of elective coursework.

Sub-Total Credits	10
Total Credits	120

Music Education Major

Bachelor of Music, BM

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 in the Elementary School 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:

- Completion of at least 45 hours of coursework;
- Minimum cumulative GPA of 2.75;
- A passing score on all parts of the Core Praxis Examination prior to entering MUE311
- 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.);
- Successful completion of EDU 360;
- Successful completion of Clinical I Experience;
- A passing mark on the sophomore performance jury;
- 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. Students planning to complete their student teaching in the Fall Term of their senior year must submit their application by February 15 of the junior year. Students planning to complete their student teaching in the Spring Term of their senior year must submit their student teaching application by June 15 immediately following their junior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at converse.edu and from departmental staff. Generally, the applications for certification are due by 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 (5114) is required for graduation from Converse University with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching PreK-12 Test (5625), 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.

In order to be placed for student teaching, teacher candidates must take the state required PRAXIS II exams.

Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals of a principal instrument.
2. Students 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 their voice.
3. Students will apply their knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. Students will effectively lead performance-based instruction in K-12 classrooms.
5. The student will teach peers and K-12 students effectively on beginning band, string, and percussion instruments, and competently demonstrate those instruments to beginning students. (Instrumental Emphasis only)

Converse Core: Essential

Major Studies Requirements

MUH 100 Recital Attendance - 6 semesters required.

In Music Core classes that are sequential (MUH, MUT, and Piano Class) students must receive a C- in each class before proceeding to the next class in the sequence.

*Choral emphasis majors must include at least one year of an SATB ensemble.

**MUA 126 Piano: Students whose principal instrument is piano are not required to take beginning or intermediate class piano. Instead, they take a minimum of 4 credits of applied lessons (PL 200) in voice and/or a secondary instrument.

Item #	Title	Credits
	PL 220 (8 credits)	8
PL 320 - Private Lessons (6 credits)		6
MUA 126	Beginning Class Piano I	1
MUA 127	Beginning Class Piano II	1
MUA 226	Intermediate Class Piano I	1
MUA 227	Intermediate Class Piano II	1
MUH 100	RECITAL 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	
MUT 103	PRINCIPLES OF HARMONY AND VOICE- LEADING	3
MUT 201	CHROMATIC HARMONY	3
MUT 203	FORM AND ANALYSIS	3
MUT 353	INTRODUCTION TO MUSIC COMPOSITION, IMPROVISATION, AND ARRANGING	2
MUT 111	MUSICIANSHIP I	1
MUT 113	MUSICIANSHIP II	1
MUT 211	MUSICIANSHIP III	1
MUT 213	MUSICIANSHIP IV	1
MUE 220a	MUSIC EDUCATION FORUM 0 (4 semesters)	
MUE 311	GENERAL MUSIC IN THE ELEMENTARY SCHOOL	3
MUE 351	FUNDAMENTALS OF CONDUCTING	1
MUE 490	SENIOR RECITAL IN MUSIC EDUCATION	0
	ENSEMBLES (7 Terms)	7

Sub-Total Credits	56

Converse Core Requirements

Item #	Title	Credits
MUH 125	FIRST-YEAR SEMINAR	3
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
ENG 101	COMPOSITION	3
MTH 108 or Higher (Quant/ Math)		3-4
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
	Non-English Language: Foreign Language	6
Sub-Total Credits		27

Professional Education Requirements

Item #	Title	Credits
EDU 360	INTRODUCTION TO EDUCATION	3
MUE 221	INTRODUCTION TO MUSIC EDUCATION	2
EDU 425	TEACHING OF READING: CONTENT AREAS	3
MUE 460	STUDENT TEACHING IN MUSIC	12
MUE 461	Student Teaching Seminar in Music	0
Sub-Total Credits		20

Instrumental Emphasis Required Courses

MUE 215 also counts towards Converse Core.

Courses required for Instrumental Emphasis only.

Item #	Title	Credits
MUA 111	VOICE CLASS I	1
MUE 321	BRASS TECHNIQUES	1
MUE 323	Percussion Techniques	1
MUE 331	STRING TECHNIQUES	1
MUE 333	WOODWIND TECHNIQUES	1
MUE 421	INSTRUMENTAL METHODS	3
MUE 215	MODERN BAND	1
Converse Core (8 credits)		8
Sub-Total Credits		17

Choral Emphasis Requirements

MUE 215 also counts towards Converse Core.

Only Choral Emphasis

Item #	Title	Credits
MUA 221	INTRODUCTION TO ITALIAN AND ENGLISH DICTION	2
	Two Instrumental Technique Courses from:	
MUE 423	CHORAL METHODS	3
MUE 215	MODERN BAND	1
Converse Core (9 credits)		9
Sub-Total Credits		17

General Music Emphasis Requirements

MUE 215 also counts towards Converse Core.

Item #	Title	Credits
MUA 111	VOICE CLASS I	1
	Two Instrumental Technique Courses from:	
	MUE 215 Modern Band(2 terms)	2
MUE 431a	GENERAL MUSIC IN THE SECONDARY SCHOOL	3
Converse Core (9 credits)		9
Sub-Total Credits		17
Total Credits		120

Music Therapy Major

Bachelor of Music, BM

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 the 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 prior to enrolling in practicum (MTY 381) and must pass the Functional Music Skills Exam II before enrolling in MTY 485 Clinical Training in Music Therapy (internship). The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to ensure that all AMTA competencies have been met.

Student Learning Outcomes

- Students will demonstrate musical competence for clinical use.
- Students will apply music psychology and music therapy research to music therapy clinical work.
- Students will design and implement music therapy processes for assigned field work populations.
-

Converse Core: Essential

Musicianship

- MUH 100 (6 Terms)

Item #	Title	Credits
MUH 100	RECITAL 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
MUE 351	FUNDAMENTALS OF CONDUCTING	1
Sub-Total Credits		29

Musical Performance

Item #	Title	Credits
	ENSEMBLE (4 terms)	4
MUA 126	Beginning Class Piano I	1
MUA 127	Beginning Class Piano II	1
MUA 226	Intermediate Class Piano I	1
MUA 227	Intermediate Class Piano II	1
	PL 220 (8 credits)	8
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
Sub-Total Credits		20

Music Therapy/Clinical Foundations
MTY 250, 381-483 and 485 meet experiential learning requirements.

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	3
MTY 154	ACCOMPANIMENT AND REPERTOIRE FOR MUSIC THERAPY	1
MTY 250	CLINICAL PROCESSES I	2
MTY 241	Music Therapy Methods and Materials I	2
MTY 243	Music Therapy Methods and Materials II	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 353	RESEARCH IN MUSIC THERAPY	3
MTY 361	MUSIC THERAPY IN EDUCATIONAL SETTINGS	2
MTY 363	MUSIC THERAPY IN MEDICAL SETTINGS	2
MTY 381	MUSIC THERAPY PRACTICUM I	2
MTY 383	MUSIC THERAPY PRACTICUM II	2
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 461	MUSIC THERAPY IN COMMUNITY SETTINGS	2
MTY 481	MUSIC THERAPY PRACTICUM III	2
MTY 483	MUSIC THERAPY PRACTICUM IV	2
MTY 485	MUSIC THERAPY INTERNSHIP	3
MTY 495	MUSIC THERAPY INTERNSHIP Continued	
PSY 374	Psychological Disorders	3
BIO 205 or DAN 340		3-4
Sub-Total Credits		42-43

Converse Core and Additional Requirements

Item #	Title	Credits
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II 2	
ENG 101	COMPOSITION	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
PSY 100	GENERAL PSYCHOLOGY	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
	MTH 113 or PSY 310	3-4
	HPE Approved Dance or PSY 281	
	Clinical Psychology or CFS 200 and above	3
	Foreign Language/ASL	3
Sub-Total Credits		30-32
Total Credits		121-124

Contemporary Music (Media Applications) Major

Bachelor of Musical Arts, BMA

Contemporary Music and Media Applications

This program incorporates creativity, performance, and media applications. It consists 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.

Converse Core: Essential

Required Courses

- MUH 100 Recital Attendance - 6 semesters required.
- In Music Core classes that are sequential (MUH, MUT, and Piano Class) students must receive a C- in each class before proceeding to the next class in the sequence.

Item #	Title	Credits
MEN 115 (8)	Creative Music Ensemble	8
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUH 125	FIRST-YEAR SEMINAR	3
MUH 201	MUSIC HISTORY III	3
MUH 203	MUSIC HISTORY IV	3
MUA 126	Beginning Class Piano I	1
MUA 127	Beginning Class Piano II	1
	Private Lesson	4
Sub-Total Credits		26

Contemporary Repertoires

Choose from the following (9 hours required):

Item #	Title	Credits
MUH 111	AMERICAN POPULAR MUSIC	3
MUH 112	FILM MUSIC	3
MUH 113	IMPORTANT ALBUMS OF THE ROCK ERA	3
MUH 115	THE BEATLES	3
MUH 210	SPECIAL TOPICS IN MUSIC	3-4
Sub-Total Credits		9

Music Theory Requirements

Item #	Title	Credits
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 181	MUSIC COMPOSITION	1
MUT 183	MUSIC COMPOSITION	1
MUT 291	COMPOSING WITH ELECTRONIC MEDIA	2
MUT 293	COMPOSING FOR FILM AND2 VIDEO GAMES	2
Sub-Total Credits		22

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
Sub-Total Credits		9

Multidisciplinary Arts Core

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
Sub-Total Credits		3

Digital Media

Choose from the following (6 hours required):

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
Sub-Total Credits		6

Guided Internship

Choose from the following (2 hours required):

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
MUB 450	MUSIC BUSINESS INTERNSHIP	1-6
Sub-Total Credits		2

General Education Requirements

Language and Culture 101, 102, 103	9 hours
Math or Science Course	3-4 hours
Health and Well-being Wellness (PE or Dance)	1-2 hours
Humanities Course	3 hours
Non-Arts Course	3 hours
Social Science Course	3 hours

Item #	Title	Credits
ENG 101	COMPOSITION	3
HPE 255	INTRODUCTION TO FITNESS AND WELLNESS	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
Sub-Total Credits		31-33

Free Electives

12 hours

Sub-Total Credits	12

Graduation Requirement but not a separate course:

- First-Year Seminar
- Writing Intensive Course
- Non-European/Non-Anglophone course
- Capstone Experience

Total Credits	123

Music Performance Major

Bachelor of Musical Arts, BMA

The BMA in Performance aims to prepare music performers for careers as musicians, a wide-ranging profession that necessitates a variety of skills and talents and the ability to create one's own path. It consists of general music coursework, a multi-disciplinary core that focuses on career-readiness, and the Converse Core (Essential).

Student Learning Outcomes

1. Students will demonstrate thorough competency in the technical fundamentals and performance skills of the student's primary performing specialty, both individually and collaboratively.
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will demonstrate the readiness skills applicable to a career as a free-lance performing musician.

To earn a BMA in Performance, a student must have a 2.0 GPA in all required music coursework.

Converse Core: Essential GEP

Music Core (Required Courses for all)

MUH 100 Recital Attendance - 6 semesters required.

In Music Core classes that are sequential (MUH, MUT, and Piano Class) students must receive a C- in each class before proceeding to the next class in the sequence.

Item #	Title	Credits
	MEN 110-180: ENSEMBLE	8
MUA 126	Beginning Class Piano I	1
MUA 127	Beginning Class Piano II	1
MUA 226	Intermediate Class Piano I	1
MUA 227	Intermediate Class Piano II	1
	PL 220 (8 credits)	8
	PLP 430 (12 hours)	12
MUH 100	RECITAL 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	
MUT 103	PRINCIPLES OF HARMONY 3 AND VOICE- LEADING	
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	1
Sub-Total Credits		61

Career-Readiness Tracks

Each student should complete the Vocal, Instrumental, or Piano Performance Track, as well as select two classes from the Career-Readiness Elective list.

Sub-Total Credits	29

Vocal Performance Track

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
MEN 190	OPERA PERFORMANCE	1
MUA 221	INTRODUCTION TO ITALIAN AND ENGLISH DICTION	2
MUA 223	INTRODUCTION TO FRENCH AND GERMAN DICTION	2
MUA 311	Music Pedagogy I	2
MUA 312	Music Pedagogy II	1
MUA 390	JUNIOR RECITAL	0
MUA 401	OPERA WORKSHOP I	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 451	SONG LITERATURE	3
	MUH or MUT 300-400 Level 3 Elective	
MUB 101 or MMD 311		3
Sub-Total Credits		23

Instrumental Performance Track

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
MEN 110 (2)	CHAMBER MUSIC	2
MUA 105	Instrumental Improvisation	1
MUA 311	Music Pedagogy I	2
MUA 312	Music Pedagogy II	1
MUA 390	JUNIOR RECITAL	0
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
MUH 463	ORCHESTRAL LITERATURE	3
	MUH or MUT 300-400 Level 6 Elective + (2)	
MUB 101 or MMD 311		3
Sub-Total Credits		23

Piano Performance Track

Item #	Title	Credits
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
MEN 170 (2)	Accompanying	2
MUA 105	Instrumental Improvisation	1
MUA 311	Music Pedagogy I	2
MUA 313	Applied Piano Pedagogy I	2
MUA 314	Applied Piano Pedagogy II	2
MUA 390	JUNIOR RECITAL	0
MUA 475	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 476	PETRIE 360: A SELF-MANAGED ENSEMBLE	1
MUA 490	SENIOR RECITAL	0
	MUH or MUT 300-400 Level 6 Elective + (2)	
MUB 101 or MMD 311		3
Sub-Total Credits		23

Career-Readiness Electives

All tracks choose two classes from the following electives. Additional courses with significant emphasis on career readiness may be approved by the Program Director:

Item #	Title	Credits
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
ATA 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
BAD 203	SOCIAL ENTREPRENEURSHIP	3
BAD 330	MANAGEMENT	3
BAD 340	MARKETING PRINCIPLES	3
ART 124	GRAPHIC DESIGN I	3
ART 224	GRAPHIC DESIGN II	3
ENG 290	MULTIMODAL COMPOSITION	3
CON 301	GRANT WRITING	3
Sub-Total Credits		6

Converse Core

Student must complete 30 hours of the Converse Core GEP.

Item #	Title	Credits
ENG 101	COMPOSITION	3
MUH 332	DIVERSE CULTURES AND THEIR MUSIC	3
	Natural Science or Math	3-4
	Social Science	3
	Foreign Language/ ASL, any 9 combination	
	Additional Converse Core	9
	Sub-Total Credits	30
	Total Credits	120

Performance Certificate for Non-Performance Music Majors Certificate

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 (2 credits per semester) 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.

Total Credits	0

Music History Concentration 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:

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 603	BIBLIOGRAPHY	3
	Total Credits	12

Music Theory Concentration 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:

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, IMPROVISATION, AND ARRANGING	2
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

Minor in Music

Minor

The minor in music is available for students not pursuing any type of music major and is a useful addition to many majors across the campus. The minor in music consists of 21 hours of coursework:

3 credit hours must involve instrumental or vocal performance (select from MUA or MEN studies or MTY 151/152); 6 credit hours must involve classroom study (select from MUH, MUT, MUB, or MMD). The other 12 hours are to be selected from other music courses (MEN, MMD, MTY, MUA, MUB, MUE, MUH, MUT) in consultation with the music minor advisor.

In addition, all music minors must complete one semester of MUH 100: Recital Attendance (0 credit).

Please note that many music courses must be taken in sequence (or with permission of the instructor) and that entrance into ensembles and private studios often require a placement audition.

Total Credits	21

Music Therapy

Music Therapy Equivalency Program

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
Sub-Total Credits		4

Music Therapy Core

Item #	Title	Credits
MTY 151	INTRODUCTION TO MUSIC THERAPY	3
MTY 250	CLINICAL PROCESSES I	2
MTY 341	PSYCHOLOGY OF MUSIC	3
MTY 353	RESEARCH IN MUSIC THERAPY	3
MTY 381	MUSIC THERAPY PRACTICUM I	2
MTY 383	MUSIC THERAPY PRACTICUM II	2
MTY 481	MUSIC THERAPY PRACTICUM III	2
MTY 361	MUSIC THERAPY IN EDUCATIONAL SETTINGS	2
MTY 363	MUSIC THERAPY IN MEDICAL SETTINGS	2
MTY 453	CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY	3
MTY 461	MUSIC THERAPY IN COMMUNITY SETTINGS	2
MTY 483	MUSIC THERAPY PRACTICUM IV	2
MTY 485	MUSIC THERAPY INTERNSHIP	3
MTY 495	MUSIC THERAPY INTERNSHIP Continued	
Sub-Total Credits		34

Clinical Foundation

Item #	Title	Credits
MTH 113	INTRODUCTION TO STATISTICS	4
PSY 100	GENERAL PSYCHOLOGY	3
PSY 374	Psychological Disorders	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
BIO 190	INTRODUCTION TO BIOLOGICAL SCIENCE I	4
BIO 205	HUMAN ANATOMY	4
	MTH 113 or PSY 310	3-4
Sub-Total Credits		24-25

Other Requirements

Any approved dance (DAN) course

Sub-Total Credits	2-3

Optional Courses

The following courses are not required for the Equivalency Program but are recommended by the faculty.

Item #	Title	Credits
PSY 340	COGNITIVE BEHAVIOR THERAPY	3
PSY 410	COUNSELING AND PSYCHOTHERAPY	3
SED 300	INTRODUCTION TO EXCEPTIONAL LEARNERS	3
Sub-Total Credits		9
Total Credits		62

Music Business

The Music Business program offers a certificate in Music business and technology. These courses are good elective options for all students with an interest in the music industry.

Music Business and Technology Certificate

Certificate

Students who have declared any major at Converse may enroll in the program. The certificate requires a total of 18 credits.

Requirements

These three courses are required.

Item #	Title	Credits
MUB 101	INTRODUCTION TO MUSIC BUSINESS	3
MUB 102	MUSIC BUSINESS AND TECHNOLOGY PRACTICUM	1
ATM 255	CREATING YOUR BRAND	3
Sub-Total Credits		7

Supervised Professional Internship

Choose from one of these options.

Item #	Title	Credits
ATA 465	PROFESSIONAL INTERNSHIP IN ARTS ADMINISTRATION	1-3
MUB 450	MUSIC BUSINESS INTERNSHIP	1-6
MMD 450	MUSIC MEDIA INTERNSHIP	1-6
Sub-Total Credits		3

Coursework Selection

The remaining credits should be chosen from these courses to total 18 credits.

MEN 115 may be taken only once.

Item #	Title	Credits
ACC 211	ACCOUNTING PRINCIPLES I	3
ART 124	GRAPHIC DESIGN I	3
ATA 265	ARTS ADMINISTRATION AND ORGANIZATIONAL STRUCTURE	3
ATA 365	ARTS LEADERSHIP AND PROGRAM DEVELOPMENT	3
BAD 340	MARKETING PRINCIPLES	3
BAD 345	INTEGRATED MARKETING COMMUNICATIONS	3
BAD 351	AMERICAN LEGAL SYSTEM AND CONTRACTS	3
ECN 201	MICROECONOMIC PRINCIPLES	3
MEN 115	CREATIVE MUSIC ENSEMBLE	1
MMD 301	SYNTHESIZERS MIDI AND SEQUENCING	3
MMD 303	ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE	3
MMD 311	RECORDING AND SOUND REINFORCEMENT	3
MUB 103	MUSIC CONCERT PROMOTION AND VENUE MANAGEMENT	3
Sub-Total Credits		9
Total Credits		18

Dance

DANCE

Mission Statement & Student Learning Outcomes

Mission - The BA in Dance provides an inclusive, flexible environment for students to develop their physical and intellectual capabilities in the field of dance. Our training is rooted in healthy, sustainable techniques that support injury prevention and longevity. We value individual mentorship, collaborative choreographic processes, and culturally engaged dance pedagogy. The flexibility of this 39-credit hour

major supports opportunities to double major or minor in another discipline within the liberal arts degree framework of Converse. Students will engage in studio and theory classes, create, produce, and perform in fully staged dance works, and gain the skills necessary for a diverse range of career opportunities. Majoring in dance will prepare students for careers in performance, choreography, education, arts administration, dance medicine, and other fields that value collaboration, critical thinking, leadership, and creative problem-solving skills.

SLO1 -

Dance majors will demonstrate technical proficiency and artistry through their participation in studio and/or mainstage performances.

SLO2 -

Dance majors will create research-based choreographic works that demonstrate an advanced understanding of compositional devices.

SLO3 -

Dance majors will generate writing that integrates a global perspective of dance, an analysis of dance in human societies, and a contextualization of dance performance and practice.

SLO4 -

Dance majors will demonstrate an understanding of anatomical and kinesthetic concepts and apply this knowledge to their movement and creative practices through proper alignment, technique, and physical expression.

SLO5 -

Dance majors will engage in essential collaborations with their community of artists through all aspects of technical production (lighting, scenic, costumes, properties, sound, management, marketing, etc.) required to mount successful dance performances.

Department of Theatre & Dance

- MELISSA OWENS KALEY, chair
- MEG HANNA-TOMINAGA

- JENNA TAMISIEA
- ALLISON ROUX
- CARRIE PREUS

The Department of Theatre & Dance provides opportunities which enable students to develop their skills and talents in theatre 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 dance should demonstrate basic competencies in each area of dance 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.*

Converse Core Foundational

In order to earn a minor or a major in dance, students must have a minimum GPA of 2.0 across all of their dance courses. Minor and major GPAs are based on the grades earned in all dance

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.

Dance Major

Bachelor of Arts, BA

The BA in Dance provides an inclusive, flexible environment for students to develop their physical and intellectual capabilities in the field of dance. Our training is rooted in healthy, sustainable techniques that support injury prevention and longevity. We value individual mentorship, collaborative choreographic processes, and culturally engaged dance pedagogy. The flexibility of this 39-credit hour major supports opportunities to double major or minor in another discipline within the liberal arts degree framework of Converse. Students will engage in studio and theory classes, create, produce, and perform in fully staged dance works, and gain the skills necessary for a diverse range of career opportunities. Majoring in dance will prepare students for careers in performance, choreography, education, arts administration, dance medicine, and other fields that value collaboration, critical thinking, leadership, and creative problem solving skills.

SLO1 -

Dance majors will demonstrate technical proficiency and artistry through their participation in studio and/or mainstage performances.

SLO2 -

Dance majors will create research-based choreographic works that demonstrate an advanced understanding of compositional devices.

SLO3 -

Dance majors will generate writing that integrates a global perspective of dance, an analysis of dance in human societies, and a contextualization of dance performance and practice.

SLO4 -

Dance majors will demonstrate an understanding of anatomical and kinesthetic concepts and apply this knowledge to their movement and creative practices through proper alignment, technique, and physical expression.

SLO5 -

Dance majors will engage in essential collaborations with their community of artists through all aspects of technical production (lighting, scenic, costumes, properties, sound, management, marketing, etc.) required to mount successful dance performances.

Converse Core: Foundational

Required Courses

Item #	Title	Credits
DAN 106	COMPOSITION I	3
DAN 190	DANCE: PAST AND PRESENT	3
DAN 206	COMPOSITION II	3
DAN 340	THE BODY IN MOTION	3
DAN 499	SENIOR CAPSTONE PROJECT	3
CTW 100	CREATIVITY THAT WORKS I 1	
CTW 200	CREATIVITY THAT WORKS II 2	
THR 240	STAGE MANAGEMENT	3
Sub-Total Credits		21

Elective requirements

Item #	Title	Credits
	Lower-Level Technique Electives	6
	Upper-Level Technique Electives	6
	Dance Electives	6
Sub-Total Credits		18
Total Credits		39

Dance Minor

Minor

A student may elect to take a minor in dance, which consists of a minimum of 18 hours of coursework. The 18 hours may be selected from any Dance (DAN) course, including upper level offerings, as long as all prerequisites have been met. There are no production requirements attached to the minor.

Dance Electives

Total Credits	18

Musical Theatre Minor

Minor

A student may elect to take a minor in Musical Theatre, which consists of a minimum of 18 hours of coursework. The 18 hours will be selected from a combination of courses currently listed in the Musical Theatre major POS, and should include at least 1 course from each of the 3 disciplines (theatre/dance/music). Additional courses from outside the Musical Theatre major POS are eligible with permission of the Musical Theatre program coordinator. There are no production requirements attached to the minor.

Total Requirements: 18 combined credit hours chosen from the BA in Musical Theatre Program of Study

Total Credits	18

Theatre & Musical Theatre

Mission Statements & Student Learning Outcomes

THEATRE

Mission - We teach the art of Theatre by providing a dynamic, inclusive environment of experiential learning and scholarship. Students explore this powerful form of storytelling and social engagement with an emphasis on cultural awareness and Theatre's social impact. We embrace diverse perspectives and artistic risk-taking, building on theatrical tradition and critical thinking, and foster an artistic community that values transformative live performance.

SLO1 -

Students will be able to effectively demonstrate collaborative and organizational skills in a theatrical production setting.

SLO2 -

Students will be able to analyze and understand Theatre's historical narratives while also reimagining its current social impact by demonstrating cultural awareness and studying its current place in society.

SLO3 -

Students will be able to articulate their goals in the Theatre industry, identify and hone their individual artist voices, and showcase their unique talents and training as marketable skills.

MUSICAL THEATRE

Mission - We teach the art of Musical Theatre by providing a dynamic, inclusive environment of experiential learning and scholarship. Students explore this powerful form of storytelling and social engagement with an emphasis on cultural awareness and Musical Theatre's social impact, with each student receiving individualized training in acting, singing, and dance. We embrace diverse perspectives and artistic risk-taking, building on theatrical tradition and critical thinking, and foster an artistic community that values transformative live performance.

SLO1 -

Students will be able to effectively demonstrate collaborative and organizational skills in a theatrical production setting.

SLO2 -

Students will be able to demonstrate technical proficiency and artistry in Musical Theatre dance through their participation in studio and/or mainstage performances.

SLO3 -

Students will be able to analyze song lyrics using Acting technique tools, and develop engaging characters and truthful stories while singing Musical Theatre selections.

SLO4 -

Students will be able to analyze and understand Theatre's historical narratives while also reimagining its current social impact by demonstrating cultural awareness and studying its current place in society.

SLO5 -

Students will be able to articulate their goals in the Musical Theatre industry, identify and hone their individual artist voices, and showcase their unique talents and training as marketable skills.

Department of Theatre & Dance

- MELISSA OWENS KALEY, chair
- MEG HANNA-TOMINAGA
- JENNA TAMISIEA
- ALLISON ROUX
- CARRIE PREUS

The Department of Theatre & Dance provides opportunities which enable students to develop their skills and talents in theatre 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.

Converse Core Foundational

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.*

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.

Musical Theatre Major

Bachelor of Arts, BA

MUSICAL THEATRE

Mission - We teach the art of Musical Theatre by providing a dynamic, inclusive environment of experiential learning and scholarship. Students explore this powerful form of storytelling and social engagement with an emphasis on cultural awareness and Musical Theatre's social impact, with each student receiving individualized

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Students will be able to analyze song lyrics using Acting technique tools, and develop engaging characters and truthful stories while singing Musical Theatre selections.

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Students will be able to analyze and understand Theatre's historical narratives while also reimagining its current social impact by demonstrating cultural awareness and studying its current place in society.

SLO5 -

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Converse Core: Foundational

Required Courses

Item #	Title	Credits
THR 115	ACTING: FUNDAMENTALS	3
THR 117	FUNDAMENTALS: MUSICAL ELEMENTS	3
THR 118	VOICE FUNDAMENTALS OF SINGING	3
THR 201	STAGECRAFT	3
THR 210	MUSICAL THEATRE: PAST AND PRESENT	3
	THR 221 PRACTICUM	6
THR 240	STAGE MANAGEMENT	3
THR 300	SCRIPT ANALYSIS	3
THR 318	ACTING: THE SONG	3
THR 399	PROFESSIONAL DEVELOPMENT SEMINAR	1
THR 418	ACTING: MUSICAL THEATRE 3 REPERTORY	3
THR 499	SENIOR CAPSTONE PROJECT	2
DAN 230	DANCE FOR MUSICAL THEATRE I	3
DAN 231	DANCE FOR MUSICAL THEATRE II	3
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
	Dance Technique	4
	Musical Theatre Ensemble	3
Sub-Total Credits		49

Declared Musical Theatre Majors

Students must also register for THR 221B Practicum each eligible semester.

Item #	Title	Credits
THR 221	THEATRE PRACTICUM	1
Sub-Total Credits		1
Total Credits		49

Theatre Major

Bachelor of Arts, BA

THEATRE

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Students will be able to analyze and understand Theatre's historical narratives while also reimagining its current social impact by demonstrating cultural awareness and studying its current place in society.

SLO3 -

Students will be able to articulate their goals in the Theatre industry, identify and hone their individual artist voices, and showcase their unique talents and training as marketable skills.

Converse Core: Foundational

Required Courses

Item #	Title	Credits
THR 300	SCRIPT ANALYSIS	3
THR 115	ACTING: FUNDAMENTALS	3
THR 201	STAGECRAFT	3
	THR 221 PRACTICUM	6
THR 229	FUNDAMENTALS OF THEATRICAL DESIGN	3
THR 240	STAGE MANAGEMENT	3
THR 399	PROFESSIONAL DEVELOPMENT SEMINAR	1
THR 499	SENIOR CAPSTONE PROJECT	2
CTW 100	CREATIVITY THAT WORKS I	1
CTW 200	CREATIVITY THAT WORKS II	2
THR 200	Theatre: Past and Present	3
Sub-Total Credits		30

Theatre Selection

Two theatre electives (6 hours) required.

Sub-Total Credits	6

Theatre Design Courses

One Design course required, THR 230 and up.

Sub-Total Credits	3
Total Credits	39

Theatre Minor

Minor

A student may elect to take a minor in theatre, which consists of a minimum of 18 hours of coursework. The 18 hours may be selected from any Theatre courses offered by the department, including upper level Theatre offerings, as long as all prerequisites have been met. There are no production requirements attached to the minor.

Total Credits	18

Career and Pre-Professional Guidelines

The guidelines presented in this section have been created to help students relate their liberal arts education to career goals and highlight the prerequisite training for graduate study leading to a professional degree. Thus, the guidelines below provide suggested 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.** 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 on their own initiative, talents, and efforts, many of our students find that these career-oriented guidelines help identify their own objectives, gain practical experience, and realize their career ambitions.

Internships, some of which are included here, 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 Division of Student Development and Success.

Pre-Art Therapy

Converse students will gain a solid foundation in studio art and psychology necessary to apply to art therapy graduate programs since a graduate-level art therapy degree is required in order to practice art therapy professionally.

Coursework:

Students pursuing an advanced degree in art therapy must have a strong foundation in studio

art and psychology.

- Students may choose to pursue a BA in Studio Art with a minor in Psychology or an additional 12 hours of psychology prerequisites required to apply to a graduate program which include:

- PSY 100 - General Psychology
- PSY 276 - Theories of Personality
- PSY 374 - Abnormal Psychology
- PSY 380 - Human Growth and Development
- Students may choose to pursue a BFA in Studio Art with an additional 12 hours of psychology prerequisites required to apply to a graduate program which include:

- PSY 100 - General Psychology
- PSY 276 - Theories of Personality
- PSY 374 - Abnormal Psychology
- PSY 380 - Human Growth and Development
- Students pursuing the BA or BFA in Studio Art will also need to register for an internship experience at a social service agency. (This fulfills the experiential learning requirement for both majors.)

- It is recommended that students register for ART 311: Art for the Child if they are planning to work with children.

- In addition to curricular requirements, students should pursue opportunities to volunteer with organizations in the community which serve the populations they plan to work with in the future. Please note: These prerequisites are generally universal requirements for graduate art therapy programs,

although each program sets their own admission requirements. Please visit the American Art Therapy

Association's website for additional programs and details, they are organized by state.

Item #	Title	Credits
PSY 100	GENERAL PSYCHOLOGY	3
PSY 236	THEORIES OF PERSONALITY	3
PSY 374	Psychological Disorders	3
PSY 380	HUMAN GROWTH AND DEVELOPMENT	3
ART 311	ART FOR THE CHILD	3
Total Credits		15

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.

Majoring in science is not a must, but completion of pre-dental science requirements is necessary. Take the DAT 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 ADEA website.

Required prerequisite courses for prospective dental students generally include:

Required Courses	Hours
Biology with lab	8
General Chemistry with lab	8
Organic Chemistry with lab	8
Physics with lab	8
English	6
Mathematics	6
Science electives	
Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology	8
Total	52

Pre-Law

- ALLISON VICK, 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	AMERICAN HISTORY	3
HST 202	AMERICAN HISTORY	3
Sub-Total Credits		18

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
	MTH 300 or POL 303	3
	Sub-Total Credits	33
	Total Credits	51

Pre-Medicine

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. Honors, independent study, a well-rounded sampling of extracurricular 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 University 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 can be found in the [AAMCAS website](#).

The required courses vary depending on the school. To find school-specific requirements, refer to the Medical School Requirement specific to the Medical School you wish to apply to. Most schools require the following:

Required Courses*	Hours
General Biology	8
General Inorganic Chemistry	8
Organic Chemistry	8
Physics	8
Algebra and Calculus	6
English	6
General Psychology	3
Total	47

*Science courses should include laboratory work.

Recommended Courses*	Hours
Biochemistry	4
Anatomy	4
Cell Biology	4
Embryology	4
Genetics	4
Physiology	4
Immunology	3
Statistics	3

Pre-Ministry

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 the student's own sense of calling to this vocation and to help the student 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

Students who are interested in applying to the Doctor of Occupational Therapy Program must complete a Bachelor's Degree with a strong academic performance (minimum of 3.0 GPA), obtain a competitive GRE score, log a minimum of 30 hours of OT- shadowing or volunteer experience in at least 2 different settings, and must complete all the required OT prerequisite courses. Visit the Occupational Therapist Centralized Application Service ([OTCAS](#)) website for more specific instructions prior to applying.

Requirements for admission to the occupational therapy program vary. To apply for Doctor of Occupational Therapy, the student should have completed the following general education requirements: English, Mathematics, Introductory Biology, and Humanities courses as well as the following prerequisite courses by the application deadline:

Required Courses	Hours
Statistics or Biostatistics	3-4
Human Anatomy with lab	4
Human Physiology with lab	4
Human Growth and Development	4
Abnormal Psychology	3
Social Science	3
Medical Terminology (recommended)	1

Pre-Pharmacy

- SHERI 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 the student's choice, and 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 their choice for its requirements. For more information on the application process to Pharmacy Schools, please visit the [PharmCAS](#) website.

Students pursuing the four-year pre-pharmacy program will major in chemistry, biochemistry, or biology. Most pharmacy schools require prospective students to take the Pharmacy University 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.

Pre-Physical Therapy

Students should be familiar with the specific requirements of the school in which they intend to apply. A GPA of 3.0 or above is desirable and a combined minimum GRE score of 1,000 for the verbal and quantitative sections is recommended. It is also to the student's advantage to research the field of physical therapy through internships or volunteer works and have those experiences and work hours properly documented. Applying to several schools via [APTA](#) is highly recommended.

The table below outlines the prerequisite requirements of many programs. Students should confirm required coursework for specific programs of interest.

Coursework	Credit Hours
Chemistry with labs (CHM 190, CHM 203)	8 hours
Physics with labs (PHY 241-242 or PHY 251-252)	8 hours
Biology (BIO 190-191)	8 hours
Human Anatomy with Lab (BIO 205)	4 hours
Human Physiology (BIO 211)	4 hours

Coursework	Credit Hours
General Psychology (PSY 100)	3 hours
Abnormal Psychology (PSY 374)	3 hours
Statistics (MTH 113)	3 hours

Total Credits	41

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](#) 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

Required Courses	Hours
Statistics or Biostatistics	3-4
Biology	4
General Chemistry	8
Organic Chemistry or Biochemistry	3
Microbiology	4
Human Anatomy	4
Human Physiology	4
Medical Terminology	1
Human Growth and Development	3

Total Credits	34-35

Pre-Veterinary School

A pre-veterinary medical student can choose any undergraduate major. However, the student must fulfill the course requirements for admission to the veterinary schools to which the student 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 the student's curriculum to meet these requirements. For more information about specific admission requirements at each US Veterinary School, visit the Association of American Veterinary Medical Colleges (AAVMC) website.

Applying to Veterinary School

For information on the application process, deadlines and other requirements, please consult the Veterinary Medical University Application Service (VMCAS) website.

ROTC

Reserve Officer Training Corps

ROTC—Military Science

- LIEUTENANT COLONEL MATT SLYDER
- CAPTAIN ISAIAS LOPEZ
- CAPTAIN MOSES HOPKINS
- MASTER SARGENT FRANK TAVERAS
- MR. SIMON STRICKLEN

This pre-professional program confers a student a Congressional Commission as an Officer in the United States Army, upon completion of their Bachelor's degree and Military Science program requirements. Military Science students may choose their own academic Major that meets the broad range of majors accepted by the Army for Commission. The Military Science Department does not offer a Major or a Minor. The Military Science program offers a Basic Course of study, and an Advanced Course of study. The Basic Course of study incurs no obligation of service to the Army, and ends at the MS202 level. Students may take basic courses of Military Science if they want to explore the opportunity with no obligation; course credit will be awarded toward degree completion. The Advanced Course of study requires satisfactory completion of six semester hours in the Basic Course, to include Leadership Lab and Physical Fitness class requirements, in order to advance in the program. Students who wish to enroll in Military Science after their sophomore year may do so by completing a four-week Basic Camp in the summer after the sophomore year; or present suitable prior military experience, or three years of High School Junior ROTC may substitute for a portion of the basic course, as means of

qualifying for the Advanced Course. Successful completion of the 12 credit hour Advanced Course, a 3 credit hour American Military history course, and Advanced Camp in the summer session between the junior and senior years, qualifies the Bachelor degree graduate for a Commission as a Second Lieutenant in the United States Army Active Component, Army National Guard or Army Reserve.

Advanced Course students will receive a monthly stipend of \$420 paid directly to the student, upon qualifying and contracting for service in the Army. Advanced Course students are required to qualify and contract no later than their junior year. Stipend payments begin the first month the student contracts for service. Service obligations begin after degree completion, graduation and Commission as an Officer. Students who are already enlisted or wish to enlist in the Army Reserve or Army National Guard may serve in a Simultaneous Member Program that allows them to collect their ROTC stipend, in addition to the pay and benefits they receive from service in the Reserve Component while a full-time student.

Military Science offers full scholarship opportunities. Prospective Converse students may compete for a three-year or four-year scholarship during high school. Enrolled Converse students in a full-time status on campus may compete for a three-year or two-year Army scholarship. Army scholarships are merit-based; and funded at the National level. Army scholarships pay 100% tuition and school fees, plus \$1,200 for books each year; or can be used to pay room and board up to \$10,000 per year. The student chooses if they want tuition or room & board. Scholarship funds for tuition and fees are paid directly to the school. Book funds are paid directly to the student at \$600 flat rate per semester. Contact the ROTC Scholarship Officer at 864-597-4338 for more details on the ROTC program and Scholarship opportunities.

Military Science courses are offered via a reciprocal relationship with Wofford College Military Science Department and the Southern Guards Battalion ROTC Program. Students will attend Military Science courses alongside Wofford and USC Upstate students at various locations.

Item #	Title	Credits
MIL 101	INTRODUCTION TO THE ARMY	1
MIL 102	FOUNDATIONS OF AGILE AND ADAPTIVE LEADERSHIP	1
MIL 201	LEADERSHIP AND DECISION MAKING	2
MIL 202	ARMY DOCTRINE AND TEAM DEVELOPMENT	2
MIL 301	TRAINING MANAGEMENT AND THE WARFIGHTING FUNCTIONS	3
MIL 302	APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS	3
MIL 401	THE ARMY OFFICER	3
MIL 402	COMPANY GRADE LEADERSHIP	3
MIL 101L	LEADERSHIP LAB	0
PHYS ED 108	FUNCTIONAL FITNESS FOR 1 LEADERS [WOFFORD]	
Total Credits		19

Courses

Communications and Media Studies

COM 110 : Introduction to Cinema Studies

An interdisciplinary introduction to the basic concepts and tools of film analysis through representative examples from the global history of cinema. Exploration of how spectators' experiences and interpretations are shaped by the technical-aesthetic dimensions of film as well as its cultural, historical, and political contexts.

3

Communications and Media Studies

Major, Elective credit

GEP before 2025: Fine Arts, Writing Intensive

Converse Core: Textual Analysis and Arts

COM 301 : Sound Studies

This course introduces the interdisciplinary field of sound studies and explores how sound and listening are shaped by history, culture, and various technologies. Topics cover the cultural impact of sound, the role of sound in identity and power, and the history of sound technologies.

3

Communications and Media Studies

Major and Elective Credit

Converse Core: Textual Analysis

COM 314 : Special Topics in Communications and Media Studies

This interdisciplinary seminar explores a special topic in the field of Communications and Media Studies. Topics may include communication theory and practice, digital media analysis, sound studies, and intercultural communication.

3

Communications and Media Studies

Major, Elective Credit

COM 400 : COMMUNICATIONS AND MEDIA STUDIES INTERNSHIP

This course is the capstone and experiential component for the Communications and Media Studies Major. The course provides students with hands-on experience in the field of media and communications and is designed to bridge the gap between academic theories and real-world practice. Students will work in various fields, including public relations, brand strategy, digital marketing and messaging, journalism, corporate communications, and broadcasting. This internship will be at least 120 hours over the course of a semester. Content will vary depending on the organization in which the student is placed.

3

Communications and Media Studies

English

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.

3

-6

English

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.

3

-6

English

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.

3

English

GEP credit.

ENG 102 : INTRODUCTION TO LITERARY GENRES

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.

3

English

Converse Core: Textual Analysis

ENG 121 : DIGITAL JOURNALISM PRACTICUM

Prerequisite ENG 101 or permission of instructor. This course is for students working on the The Conversationalist, the University'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.

1

English

Elective credit.

ENG 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

English

Converse Core: Textual Analysis and Writing

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.

3

English

GEP credit before 2025: Fine Arts

Converse Core: Textual Analysis and Arts

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.

1

English

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.

3

English

Converse Core: Textual Analysis and Writing

ENG 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

English

GEP, Elective credit.

ENG 201 : SURVEY OF BRITISH LITERATURE 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.

3

English

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis

ENG 202 : SURVEY OF BRITISH LITERATURE II

The second half of the British Writers survey studies the literature from 1660 to the present.

3

English

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis

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.

3

English

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis

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.

3

English

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis

ENG 205 : INTRODUCTORY TOPICS IN COMPARATIVE LITERATURE

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.

3

English

Major, Minor, Elective

GEP credit before 2025: Non-European/Non-Anglophone.

Converse Core: Textual Analysis and Culture & Diversity

ENG 206 : 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.

3

English

GEP before 2025: Literature, Non-European/Non-Anglophone

Converse Core: Writing and Culture & Diversity

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.

3

ENG 101 or permission of the instructor.

English

Major, minor, Elective credit.

ENG 270 : 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.

3

English

Major, Minor, Elective, CCW credit

GEP before 2025: Literature, Humanities/Women's Studies

Converse Core: Culture & Diversity and Writing

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.

3

English

Major, Minor, Elective Credit

GEP before 2025: Literature

Converse Core categories will vary based on the topic

ENG 290 : MULTIMODAL COMPOSITION

In this course, students will learn to compose in a range of related "modes" or systems of representation, including written, oral, and visual communication. Students may study and produce academic and new media artifacts, such as presentations, podcasts, videos, research posters, and more. *Multimodal Composition will satisfy the GEP*

composition requirement only for those students who place in the course by a score of three on either the Literature/Composition or the Language/Composition Advanced Placement tests. Writing Intensive.

3

English

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

English

Major, Elective credit

Converse Core: Culture & Diversity and Writing

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.

3

English

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis and Writing

ENG 301 : CHAUCER

This course is a study of selected works of Geoffrey Chaucer. 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.

3

English

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

3

English

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis and Writing

ENG 303 : ENGLISH LITERATURE TO 1500

English Literature to 1500 is a study of Old and Middle English literature 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.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

Major, Minor, Elective credit

GEP before 2025: Literature, Non-European/Non-Anglophone

Converse Core: Writing and Culture Diversity

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.

3

[English](#)

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis and Writing

ENG 320 : SHAKESPEARE

A study of Shakespeare's major plays.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

ENG 323 : TECHNICAL WRITING AND COMMUNICATION

In this course, students will analyze and compose genres of writing and communication used in professional, technological, and scientific contexts, including proposals, reports, and instructional manuals. Students will deepen their understanding of principles developed and practiced in either English 101 or 290 by designing multimodal artifacts that communicate technical and specialized information to both expert and non-expert audiences. English 323 prepares English majors and non-English majors alike for unique writing and rhetorical situations in the classroom, laboratory, and workplace.

3

[English](#)

ENG 101

Prior to Fall 2025: Writing Intensive GEP

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.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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).

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

Major, Minor, Elective credit.

ENG 360 : TWENTIETH CENTURY BRITISH FICTION

Study of major movements in British fiction since the end of the 19th century.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

ENG 365 : TWENTIETH CENTURY POETRY

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

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

[Women's Studies](#)

Major, Minor, Elective, CCW credit

GEP before 2025: Literature, Humanities/Women's Studies

Converse Core: Culture & Diversity, Writing

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.

3

[English](#)

Major, Minor, Elective credit

GEP before 2025: Literature, Non-European/Non-Anglophone

Converse Core: Writing

ENG 390 : GENRE STUDIES

A concentrated study of a chosen literary genre.

3

[English](#)

Major, Minor credit

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

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.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Writing

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.

3

[English](#)

Major, Minor, Elective credit

Converse Core: Writing

**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.

3

[English](#)

Major, Minor, Elective credit.

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.

3

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.

[English](#)

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.

3

[English](#)

For qualified senior majors.

German Studies

**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.

6

[German Studies](#)

GEP before 2025: Language

Converse Core: Non-English Language

GER 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

[German Studies](#)

GEP credit.

**GER 199H : FRESHMAN HONORS
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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

[German Studies](#)

GEP, Minor, Elective credit.

**GER 201 : INTERMEDIATE
GERMAN**

This course is a structural review of the language.

3

GER 101-102, or placement in GER 201.

[German Studies](#)

GEP before 2025: Language

Converse Core: Non-English Language and Culture & Diversity

**GER 202 : INTERMEDIATE
GERMAN**

This course will emphasize speaking and listening with progressively increased practice in reading and writing.

3

GER 201 or placement in GER 202.

[German Studies](#)

Major, Minor credit

Converse Core: Culture & Diversity

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.

[German Studies](#)

3 or 6

Converse Core: Culture & Diversity

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.

[German Studies](#)

GEP, Major, Minor, Elective credit.

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.

3

GER 202 or the equivalent.

[German Studies](#)

Major, Minor, Elective credit.

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.

3

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Culture & Diversity

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.

3

GER 202 or the equivalent.

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Writing Intensive

Converse Core: Textual Analysis

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. Fine Arts Film credit.

3

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Fine Arts

Converse Core: Textual Analysis and Arts

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.

3

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Textual Analysis and Humanities

GER 306 : German Church History

This interdisciplinary course explores key thinkers, ideas, and events that have shaped the religious landscape in German-speaking countries and beyond. Special emphasis is placed on the impact of Judaism, Christianity, and/or Islam on social life and institutions.

3

Major, Minor, Elective Credit.

GEP before FA25: Humanities

Converse Core FA25 or after:
Humanities and Culture/
Diversity

[German Studies](#)

GER 314 : SPECIAL TOPICS IN GERMAN STUDIES

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 as outlined below. Writing Intensive.

GEP before 2025: GER 314-A:
Humanities

GEP before 2025: GER 314-B:
Fine Arts

GEP before 2025: GER 314-C:
Literature

1

-4

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: GER 314-A:
Humanities

GEP before 2025: GER 314-B:
Fine Arts

GEP before 2025: GER 314-C:
Literature

Converse Core: A,B and C
Textual Analysis

Converse Core; A only
Humanities

Converse Core: B only Arts

Converse Core: C only Writing

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.

3

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

[German Studies](#)

Major credit

Converse Core: Culture &
Diversity

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.

3

[German Studies](#)

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. One course numbered 300 or above and permission of the instructor.

[German Studies](#)

3 or 6

Major, Minor credit.

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.

3

[German Studies](#)

Major, Minor credit.

HST 364 : MODERN GERMAN HISTORY

Political, social and cultural history from Germany 1815 to the present.

3

[History](#)

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

Hispanic Studies

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.

6

[Hispanic Studies](#)

GEP before 2025: Language

Converse Core: Non-English Language

SPN 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

[Hispanic Studies](#)

GEP credit.

SPN 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

[Hispanic Studies](#)

GEP, Minor, Elective credit.

SPN 201 : INTERMEDIATE SPANISH

This course is a structural review of the language.

3

Spanish 101-102, or placement in SPN 201.

[Hispanic Studies](#)

GEP before 2025: Language

Converse Core: Non-English Language and Culture & Diversity

SPN 202 : INTERMEDIATE SPANISH

This course will emphasize speaking and listening with progressively increased practice in reading and writing.

3

SPN 201 or placement in SPN 202.

[Hispanic Studies](#)

Major, Minor credit

Converse Core: Culture & Diversity

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.

3

SPN 202, or permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective Credit

Converse Core: Culture & Diversity

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.

3

SPN 202, or permission of instructor.

[Hispanic Studies](#)

Major, Minor credit, Elective credit

Converse Core: Culture & Diversity

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.

3

SPN 201.

[Hispanic Studies](#)

Converse Core: Culture & Diversity

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 Summer Terms, contingent upon sufficient enrollment.

3

[Hispanic Studies](#)

Converse Core: Culture & Diversity

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.

[Hispanic Studies](#)

GEP, Major, Minor, Elective credit.

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.

3

SPN 202, or permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit.

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.

3

SPN 202, or permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit.

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.

3

SPN 202, or permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit.

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.

3

SPN 202, or permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit.

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.

3

Permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Literature, Writing Intensive

Converse Core: Textual Analysis and Culture & Diversity

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.

3

Permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Writing Intensive. Non-European/non-Anglophone

Converse Core: Textual Analysis and Culture & Diversity

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.

3

Permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Writing Intensive

Converse Core: Textual Analysis and Culture & Diversity

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.

3

Permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Literature

Converse Core: Textual Analysis and Culture & Diversity

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.

3

Permission instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Writing Intensive, Literature

Converse Core: Textual Analysis and Culture & Diversity

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.

3

Permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Non-European/non-Anglophone, Literature

Converse Core: Textual Analysis and Culture & Diversity

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.

3

Permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Non-European/non-Anglophone, Literature

Converse Core: Textual Analysis and Culture & Diversity

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.

3

SPN 205 or permission of instructor.

[Hispanic Studies](#)

Major, Minor, Elective credit

GEP before 2025: Fine Arts and Non-European/non-Anglophone

Converse Core: Arts and Culture & Diversity

**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.

3
SPN 205 or Permission of Instructor.
[Hispanic Studies](#)
Major, Minor, Elective credit

GEP before 2025: Non-European/non-Anglophone, Literature

Converse Core: Textual Analysis and Culture & Diversity

**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.

3
Prerequisite SPN 202 or approval of coordinator.
[Hispanic Studies](#)
SPN 202
Major, Minor

GEP before 2025: Depending on content, it may be considered Non-European/non-Anglophone, Writing Intensive

Converse Core: Textual Analysis and Culture & Diversity

**SPN 314H : SPECIAL TOPICS IN
HISPANIC STUDIES**

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.

3
[Hispanic Studies](#)
Major, Minor, Elective, and Humanities, Non-European/Non-Anglophone credit.

SPN 315 : INTRODUCTION TO LATINO 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.

3

[Hispanic Studies](#)

Major, Elective credit

GEP before 2025: Non-European/non-Anglophone, Literature

Converse Core: Textual Analysis and Culture & Diversity

SPN 316 : LATIN AMERICA CINEMA

Latin America has a rich cinematic tradition, spanning from 1898 to the present day. The course offers a close analysis of select feature films from Latin America, 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 Spanish.

3

[Hispanic Studies](#)

GEP before 2025: Non-Western/Non-Anglo, Fine Arts

Converse Core: Arts and Culture & Diversity

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 Summer Terms, contingent upon sufficient enrollment.

[Hispanic Studies](#)

3 or 6

Converse Core: Culture & Diversity

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.

3

SPN 202

[Hispanic Studies](#)

Major, Minor credit.

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.

3

[Hispanic Studies](#)

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. One course numbered 300 or above and permission of the instructor.

[Hispanic Studies](#)

3 or 6

Major, Minor credit.

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.

3

[Hispanic Studies](#)

Major, Minor credit.

Women's Studies

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.

3

Department of Art, Design, and Letters

Women's Studies

Major, Minor, Elective, CCW credit

GEP before 2025: Writing Intensive, Humanities, Women's Studies

Converse Core: Arts and Humanities

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.

3

BIO 190.

Department of Natural Science
Women's Studies

BIO 190

Major, Minor, CCW, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Women's Studies

ECN 201

ECN 202

Major, Minor, CCW, Elective credit.

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.

3

English

Women's Studies

Major, Minor, Elective, CCW credit

GEP before 2025: Literature, Humanities/Women's Studies

Converse Core: Culture & Diversity, Writing

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.

4

Health and Physical Education
Health and Wellness Major
Women's Studies

GEP before 2025: Wellness, Humanities, and Women's Study credit

Converse Core: Humanities and Culture & Diversity

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.

3

Health and Physical Education
Women's Studies
CCW credit

GEP before 2025: Humanities

Converse Core: Humanities and Culture & Diversity

HST 345 : WOMEN IN AMERICAN HISTORY

A study of women in American history from The Colonial Era to the present.

3

Women's Studies
Major, Minor, Elective, CCW credit

GEP before 2025: Humanities, Writing Intensive, and Women's Studies

Converse Core: Humanities and Culture & Diversity

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.

3

History

Women's Studies

Major, Minor, Elective, CCW credit

GEP before 2025: Humanities, Writing Intensive, Non-European/non-Anglophone, Women's Studies

Converse Core: Humanities and Culture & Diversity

PHI 305 : GENDER AND SEXUALITY

A study of philosophical views of gender and sexuality. Specific authors, texts, and topics will vary and may include historical as well as contemporary perspectives. Typical issues covered include the following: whether gender and sexual identities are naturally given versus socially constructed; 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. GEP Writing Intensive. Counts toward Women's Studies credit.

3

Women's Studies

Major, Minor, Elective, CCW credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Culture & Diversity

POL 223 : WOMEN & POLITICS

A study of the role of Women in American Politics. This course considers the historical context of women and major political movements to consider the evolution and impact of women in politics in the current U.S. context. This course engages with a variety of topics involving women in politics including public opinion, representation, and political institutions.

3

Politics

Women's Studies

Major, Minor, CCW, Elective Credit

GEP before 2025: Social Science, Women's Studies

Converse Core: Social Sciences and Culture & Diversity

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.

3

Politics

Women's Studies

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive, Non-European/non-Anglophone, Humanities

Converse Core: Humanities and Culture & Diversity

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.

3

Psychology

Department of Behavioral and Social Sciences

Women's Studies

Major, Minor, Elective, CCW credit.

WST 200 : INTRODUCTION TO WOMEN'S STUDIES

An interdisciplinary introduction to Women's Studies examining methodology, perspectives, and writings in Women's Studies from the humanities, social sciences, and sciences.

3

Women's Studies

Minor, Elective, CCW credit

GEP before 2025: Humanities

Converse Core: Humanities and Culture & Diversity

Department of Economics, Accounting and Business

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.

1

School of Business & Data Science

Department of Economics, Accounting and Business

Elective credit.

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.

3

Prerequisite: Sophomore standing or permission of instructor

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

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.

3

ACC 211 with a grade of C- or above.

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

ACC 351 : INTERMEDIATE FINANCIAL ACCOUNTING I

Accounting theory and concepts in relation to asset and liability recognition and measurement are emphasized.

4

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 212

Major, Minor, Elective credit.

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.

4

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 351

Major, Minor, Elective credit.

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.

4

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 211

ACC 212

Major, Minor, Elective credit.

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.

4

Or instructor's permission.

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 211

Major, Minor, Elective credit.

ACC 401 : SPECIAL TOPICS IN ACCOUNTING

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

1

-4

School of Business & Data Science

Department of Economics,
Accounting and Business

ACC 409 : TAX ACCOUNTING

This course is an introduction to the basic structure of the federal income tax with emphasis on individual tax provisions.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 211

Major, Minor, Elective credit.

ACC 451 : COST ACCOUNTING I

Manufacturing inventory, costs, related management controls, and decision processes are covered.

3

OR permission of the instructor.

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 212

Major, Minor, Elective credit.

ACC 452 : COST ACCOUNTING II

Pricing and costing methods are examined as well as decision models used for inventory planning and capital budgets.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 212

Major, Minor, Elective credit.

ACC 461 : ADVANCED ACCOUNTING

Business combinations, consolidations, nonprofit and governmental accounting and foreign currency issues are examined.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 352

Major, Elective credit.

ACC 462 : AUDITING

This course examines the theory and practice of examination of financial statements by public accountants.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
ACC 351

Major, Elective credit.

ACC 463 : CURRENT ISSUES IN ACCOUNTING

Topics are chosen yearly based on current changes in the accounting profession.

3

Or permission of instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 352

ACC 409

ACC 451

ACC 462

Elective credit.

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.

1

-6

At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Economics, Accounting and Business
GEP credit.

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.

1

School of Business & Data Science

Department of Economics, Accounting and Business
Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Minor, Elective credit.

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.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business
Major (DCP), Elective credit.

BAD 245 : SOCIOLOGY OF WORK

Same as [SOC 245](#).

3

School of Business & Data
Science

Department of Economics,
Accounting and Business

BAD 280 : Sports Communication

This course will develop students' communications strategies by gaining a strong theoretical foundation and understanding how and why certain messages work and how to optimize communication in the sports context. Academic and professional development will be enhanced through various works and assignments.

Students will analyze and write common business documents such as proposals for new sports, develop company policies for a sports organization or sports themed company, analyze player contracts and be able to articulate the common language in those. Students will create employment agreements for coaches, refs, and volunteers, game reports. Other emphasis will be placed on continuing to develop oral presentation skills through virtual platforms, podcasting, and in the classroom.

Students will be introduced to the careers within sport communication, including, but not limited to: sport information director, Director of public relations, director of communications, director of sponsorships, and philanthropy, media relations, player relations, radio and TV sports production, other employment options and trends.

3

School of Business & Data
Science

Department of Economics,
Accounting and Business

Major, Minor, Elective Credit

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.

3

-4

School of Business & Data
Science

Department of Economics,
Accounting and Business

3 or 4

Major, Minor, Elective credit

Converse Core: Social
Sciences

BAD 328 : SPORTS MANAGEMENT PRINCIPLES

This course is an introduction to the field of sports management and examines the various functions, areas and issues involved in managing sports related businesses and activities. These include an overview of management of personnel, events and facilities, marketing, sponsorship, communications, leadership, budgeting, fundraising, ethics, and sport law. Career planning related to the sports field will also be discussed.

3

School of Business & Data
Science

Department of Economics,
Accounting and Business

Major, minor, elective credit

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

BAD 334 : COMPENSATION AND BENEFITS

This course is an overview of basic compensation and benefits systems. Topics include a study of the employment environment and its impact on compensation programs, including job evaluation methods and salary determinations. Benefit programs and governmental policy implications will be considered.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, minor, elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

BAD 344 : CONSUMER BEHAVIOR

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.

3

BAD 340 Marketing Principles is recommended but not required .

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

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.

3

BAD 340 is recommended but not required.

School of Business & Data Science

Department of Economics,
Accounting and Business

3 or 4

Major, Minor, Elective credit.

BAD 347 : PROFESSIONAL SELLING

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.

3

-4

BAD 340 Marketing Principles is recommended but not required.

School of Business & Data Science

Department of Economics, Accounting and Business

3 or 4

Major, Minor, Elective credit.

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.

3

-4

BAD 340 is recommended but not required.

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

BAD 399 : STUDY/TRAVEL SEMINAR

Same as ECN 399.

3

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 401 : SPECIAL TOPICS IN BUSINESS

The topics will vary depending on available staff and interest of the students.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business

3 or 4

Major, Minor, Elective credit.

BAD 426 : SPORTS FACILITY AND EVENT MANAGEMENT

This course will provide the student with a comprehensive understanding of the management process as it relates to the use and provision of sport facilities. Topics and discussions will include management event strategies, legal implications, financial management, evaluation, and contemporary issues related to the construction and operation of traditional and unique sport facilities. Assignments will address issues and concepts to be considered from a practitioner's perspective, and may include case studies of different sports franchises, universities, and professional organizations. Guest lecturers involved in facility and event management may also share their perspectives and useful management strategies.

3

BAD 328 Sports Management Principles, or BAD 348 Sports Marketing, or permission of instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 328

BAD 348

BAD 436 : HUMAN RESOURCES DIVERSITY MANAGEMENT

This course is intended to develop an appreciation of diversity in the workplace and strategic benefits and challenges in recruiting and managing a diverse and inclusive workforce for companies, and how managers can best unleash the full potential of a diverse workforce. Course foci include discussion of aspects of diversity and diversity-related laws, policies, and initiatives as they apply to the workplace from both domestic (U.S.) and international perspectives.

3

or permission of instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 332

Major, minor, elective credit.

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.

4

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 340

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 340

Major, Minor, Elective credit.

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.

3

BAD 206, CSC 208, ECN 201, ECN 202, BAD 330, BAD 340, ACC 211, ACC 212, ACC 375, ECN 304.

School of Business & Data Science

Department of Economics, Accounting and Business

GEP Writing Intensive; Major, Elective credit.

**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.

3
departmental approval.
School of Business & Data
Science
Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

**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.

1
-6
At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.
School of Business & Data
Science
Department of Economics,
Accounting and Business

ECN 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3
School of Business & Data
Science
Department of Economics,
Accounting and Business
GEP before 2025: Social
Science

Converse Core: Social
Sciences

ECN 150 : ECONOMIC CONCEPTS

3 - 4 credits depending on semester. 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.

3
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School of Business & Data
Science
Department of Economics,
Accounting and Business
Elective credit

GEP before 2025: Social
Science

Converse Core: Social
Sciences

**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.

1
School of Business & Data
Science
Department of Economics,
Accounting and Business
Elective credit.

ECN 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Economics, Accounting and Business
GEP, Elective credit.

ECN 201 : MICROECONOMIC PRINCIPLES

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

3

Prerequisite: Sophomore standing or permission of instructor

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit

GEP before 2025: Social Science, Quantitative

Converse Core: Social Sciences and Quantitative & Mathematical Reasoning

ECN 202 : MACROECONOMIC PRINCIPLES

This course is an introduction to national income determination, monetary and fiscal policy, and international trade. Quantitative GEP requirement.

3

Prerequisite: Sophomore standing or permission of instructor

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit

GEP before 2025: Social Science, Quantitative

Converse Core: Social Sciences and Quantitative & Mathematical Reasoning

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.

3

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School of Business & Data Science

Department of Economics, Accounting and Business
3 or 4
Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
GEP, Major, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

ECN 302 : INTERMEDIATE MACROECONOMIC THEORY

This intermediate-level course examines the determination of national income, employment and monetary policy.

3

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

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.

4

or permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

MTH 300

Major, Minor credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 202

Major, Minor, Elective credit.

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. *Non-European/Non-Anglophone.*

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Women's Studies

ECN 201

ECN 202

Major, Minor, CCW, Elective credit.

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.

3

-4

School of Business & Data Science

Department of Economics,
Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

ECN 329 : ENVIRONMENTAL ECONOMICS

This course provides a survey of public policy issues regarding the management of natural resources and the protection of environmental quality, from the perspective of economics. The course covers both conceptual and methodological topics and recent and current applications, including specific environmental policy areas such as climate change.

3

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective

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.

3

or permission of instructor.

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

ECN 202

GEP, Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

Major, Minor, Elective credit.

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.

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or permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

ECN 400 : SENIOR SEMINAR

A capstone course is required of all majors in the department, including accounting, business administration, and economics. This course gives students the opportunity to engage in career planning as well as applying their analytical skills to business situations and case studies. Students will submit written reports and give oral presentations on various topics, possibly in teams. Quantitative GEP requirement. Capstone. Writing Intensive.

3

Senior status, or permission of department chair.

School of Business & Data Science

Department of Economics, Accounting and Business
Major credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

Departmental approval.

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

1

-6

Minimum 12 hours in major within department; 2.5 GPA in major; and permission of the faculty director.

School of Business & Data Science

Department of Economics, Accounting and Business

FIN 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Economics, Accounting and Business

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business

3 or 4

Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

FIN 321 : MONEY AND FINANCIAL INSTITUTIONS

Same as [ECN 321](#).

3

School of Business & Data Science

Department of Economics, Accounting and Business

FIN 324 : BUSINESS AND THE PUBLIC SECTOR

Same as ECN 324.

3

School of Business & Data Science

Department of Economics, Accounting and Business

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.

4

ACC 211 and 212 Accounting Principles I and II

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

FIN 370 Business Finance.
School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

FIN 370 Business Finance.
School of Business & Data Science

Department of Economics, Accounting and Business
Major credit.

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.

3

Departmental approval.

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credits.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

HCA 470 : HEALTHCARE FINANCE AND ACCOUNTING

This course exposes the student to the specialized finance and accounting considerations within the healthcare environment.

4

School of Business & Data Science

Department of Economics, Accounting and Business
ACC 212

Major, Minor, Elective credit.

HCA 471 : FACILITY PLANNING AND THE ENVIRONMENT OF CARE

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.

3

or permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business
HCA 470

Major credit.

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.*

3

-6

Minimum of 12 hours in major within the department; 2.5 GPA in the major; and permission of the director.

School of Business & Data Science

Department of Economics, Accounting and Business
Major credit.

School of Business & Data Science

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.

1

School of Business & Data Science

Department of Economics, Accounting and Business
Elective credit.

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.

3

Prerequisite: Sophomore standing or permission of instructor

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

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.

3

ACC 211 with a grade of C- or above.

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

ACC 351 : INTERMEDIATE FINANCIAL ACCOUNTING I

Accounting theory and concepts in relation to asset and liability recognition and measurement are emphasized.

4

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 212

Major, Minor, Elective credit.

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.

4

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 351

Major, Minor, Elective credit.

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.

4

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 211

ACC 212

Major, Minor, Elective credit.

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.

4

Or instructor's permission.

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 211

Major, Minor, Elective credit.

ACC 401 : SPECIAL TOPICS IN ACCOUNTING

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

1

-4

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 409 : TAX ACCOUNTING

This course is an introduction to the basic structure of the federal income tax with emphasis on individual tax provisions.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 211

Major, Minor, Elective credit.

ACC 451 : COST ACCOUNTING I

Manufacturing inventory, costs, related management controls, and decision processes are covered.

3

OR permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 212

Major, Minor, Elective credit.

ACC 452 : COST ACCOUNTING II

Pricing and costing methods are examined as well as decision models used for inventory planning and capital budgets.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 212

Major, Minor, Elective credit.

ACC 461 : ADVANCED ACCOUNTING

Business combinations, consolidations, nonprofit and governmental accounting and foreign currency issues are examined.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 352

Major, Elective credit.

ACC 462 : AUDITING

This course examines the theory and practice of examination of financial statements by public accountants.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 351

Major, Elective credit.

ACC 463 : CURRENT ISSUES IN ACCOUNTING

Topics are chosen yearly based on current changes in the accounting profession.

3

Or permission of instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

ACC 352

ACC 409

ACC 451

ACC 462

Elective credit.

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.

1

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At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number.

Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Economics, Accounting and Business

GEP credit.

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.

1

School of Business & Data Science

Department of Economics, Accounting and Business

Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Minor, Elective credit.

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.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business
Major (DCP), Elective credit.

BAD 245 : SOCIOLOGY OF WORK

Same as [SOC 245](#).

3

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 280 : Sports Communication

This course will develop students' communications strategies by gaining a strong theoretical foundation and understanding how and why certain messages work and how to optimize communication in the sports context. Academic and professional development will be enhanced through various works and assignments.

Students will analyze and write common business documents such as proposals for new sports, develop company policies for a sports organization or sports themed company, analyze player contracts and be able to articulate the common language in those. Students will create employment agreements for coaches, refs, and volunteers, game reports. Other emphasis will be placed on continuing to develop oral presentation skills through virtual platforms, podcasting, and in the classroom.

Students will be introduced to the careers within sport communication, including, but not limited to: sport information director, Director of public relations, director of communications, director sponsorships, and philanthropy, media relations, player relations, radio and TV sports production, other employment options and trends.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective Credit

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.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business

3 or 4

Major, Minor, Elective credit

Converse Core: Social Sciences

BAD 328 : SPORTS MANAGEMENT PRINCIPLES

This course is an introduction to the field of sports management and examines the various functions, areas and issues involved in managing sports related businesses and activities. These include an overview of management of personnel, events and facilities, marketing, sponsorship, communications, leadership, budgeting, fundraising, ethics, and sport law. Career planning related to the sports field will also be discussed.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, minor, elective credit

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

BAD 334 : COMPENSATION AND BENEFITS

This course is an overview of basic compensation and benefits systems. Topics include a study of the employment environment and its impact on compensation programs, including job evaluation methods and salary determinations. Benefit programs and governmental policy implications will be considered.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, minor, elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

BAD 344 : CONSUMER BEHAVIOR

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.

3

BAD 340 Marketing Principles is recommended but not required .

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

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.

3

BAD 340 is recommended but not required.

School of Business & Data Science

Department of Economics,
Accounting and Business
3 or 4

Major, Minor, Elective credit.

BAD 347 : PROFESSIONAL SELLING

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.

3

-4

BAD 340 Marketing Principles is recommended but not required.

School of Business & Data Science

Department of Economics,
Accounting and Business
3 or 4

Major, Minor, Elective credit.

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.

3

-4

BAD 340 is recommended but not required.

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
ECN 201

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

BAD 399 : STUDY/TRAVEL SEMINAR

Same as ECN 399.

3

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 401 : SPECIAL TOPICS IN BUSINESS

The topics will vary depending on available staff and interest of the students.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business

3 or 4

Major, Minor, Elective credit.

BAD 426 : SPORTS FACILITY AND EVENT MANAGEMENT

This course will provide the student with a comprehensive understanding of the management process as it relates to the use and provision of sport facilities. Topics and discussions will include management event strategies, legal implications, financial management, evaluation, and contemporary issues related to the construction and operation of traditional and unique sport facilities. Assignments will address issues and concepts to be considered from a practitioner's perspective, and may include case studies of different sports franchises, universities, and professional organizations. Guest lecturers involved in facility and event management may also share their perspectives and useful management strategies.

3

BAD 328 Sports Management Principles, or BAD 348 Sports Marketing, or permission of instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 328

BAD 348

BAD 436 : HUMAN RESOURCES DIVERSITY MANAGEMENT

This course is intended to develop an appreciation of diversity in the workplace and strategic benefits and challenges in recruiting and managing a diverse and inclusive workforce for companies, and how managers can best unleash the full potential of a diverse workforce. Course foci include discussion of aspects of diversity and diversity-related laws, policies, and initiatives as they apply to the workplace from both domestic (U.S.) and international perspectives.

3

or permission of instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 332

Major, minor, elective credit.

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.

4

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 340

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

BAD 340

Major, Minor, Elective credit.

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.

3

BAD 206, CSC 208, ECN 201, ECN 202, BAD 330, BAD 340, ACC 211, ACC 212, ACC 375, ECN 304.

School of Business & Data Science

Department of Economics, Accounting and Business

GEP Writing Intensive; Major, Elective credit.

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.

3

departmental approval.

School of Business & Data Science

Department of Economics, Accounting and Business

Major, Minor, Elective credit.

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.

1

-6

At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.

School of Business & Data Science

Department of Economics, Accounting and Business

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Elective credit.

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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

School of Business & Data Science
Department of Mathematics and Computer Science
Minor credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

CSC 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science
Department of Mathematics and Computer Science
GEP, Elective credit.

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.

4

School of Business & Data Science
Department of Mathematics and Computer Science
MTH 108
Major, minor, elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

4

School of Business & Data Science
Department of Mathematics and Computer Science
CSC 201

Quantitative GEP requirement.
Major, minor, elective credit.

CSC 203 : Algorithm Design

The course focuses on well-known classes of algorithms, and on patterns underlying algorithm (not object) design. Classes of algorithms studied should include divide-and-conquer algorithms, greedy algorithms, dynamic programming, search algorithms, and classic graph algorithms. Patterns studied will include a fuller treatment of algorithm analysis and space-time tradeoffs.

3

School of Business & Data Science
Department of Mathematics and Computer Science
CSC 202
Quantitative GEP credit

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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 a 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.

3

CSC 201 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Minor.

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.

4

School of Business & Data Science

Department of Mathematics and Computer Science

Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

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.

1

Consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Minor, Elective credit.

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.

School of Business & Data Science

Department of Mathematics and Computer Science

GEP, Elective credit.

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.

3

CSC 202.

School of Business & Data Science

Department of Mathematics and Computer Science
Elective credit.

CSC 305 : DATABASE DESIGN

Fundamental principles of database models and database management systems design, implementation, and application. Quantitative GEP requirement.

3

CSC 201 or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

3

CSC 202, equivalent or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor credit:

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.

3

CSC 321 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor credit.

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.

3

CSC 235 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor credit.

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.

3

CSC 202 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

3

CSC 202 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor.

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.

3

CSC 202.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

CSC 400 : Computer Science Special Topics

Special topics within Computer Science.

3

School of Business & Data Science

Department of Mathematics and Computer Science
Data Literacy and Quantitative/Math Reasoning
GEP

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.

3

CSC 202 and MTH 205.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

3

CSC 202 and MTH 205.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

CSC 202, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

3 or 6

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. The student is expected to be a productive member of the data processing staff and have some programming responsibilities. Pass/fail grading.

CSC 450, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

3 or 6

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.

1

-3

Consent of the instructor and the department chair.

School of Business & Data Science

Department of Mathematics and Computer Science

CSC 492 : Computer Science Capstone

The student will integrate topics from across the computer-science curriculum as a team lead for a programming team (of CSC 392 students) producing a medium-scale software system. Alternatively, at the student's option and with the approval of the course professor, the student will be mentored to conduct original research in computer science. Regardless of which alternative is chosen, the student will be required to make a public presentation on the work and the lessons learned at the end of the semester.

3

School of Business & Data Science

Department of Mathematics and Computer Science

CSC 392

DSC 110 : DATA VISUALIZATION

This course explores the best methods for data visualization with an emphasis on communicating clearly. Best practices in visualization type, color, wording, and word placement will be discussed. Real data will be used to give students real-world experience.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Converse Core: Data Literacy

DSC 217 : DATA SCIENCE I

A study of data and the questions that can be answered by studying data. This course will use both R and Python to explore algorithms, modeling techniques, and methods of data science.

Formerly MTH 117; changed to DSC 217 in Fall '24.

3

Introduction to Computer Programming

School of Business & Data Science

Department of Mathematics and Computer Science

CSC 201

GEP before 2025: Quantitative

Converse Core: Data Literacy

DSC 218 : 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.

Formerly MTH 118; changed to DSC 218 in Fall '24.

3

DSC 217 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Quantitative GEP credit.

DSC 300 : ETHICS FOR DATA SCIENCE

This course explores the ethical considerations surrounding the world of data, data science, data methods, and data visualization. Various case studies will be explored.

3

School of Business & Data Science
Department of Mathematics and Computer Science

DSC 499 : DATA SCIENCE CAPSTONE

This course allows students to complete research on a data science topic or project. The student will also present their work and results through a visual presentation and through a professionally written document. Offered every year. Capstone.

2

Permission of Instructor
School of Business & Data Science
Department of Mathematics and Computer Science

ECN 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science
Department of Economics, Accounting and Business
GEP before 2025: Social Science

Converse Core: Social Sciences

ECN 150 : ECONOMIC CONCEPTS

3 - 4 credits depending on semester. 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.

3

-4

School of Business & Data Science
Department of Economics, Accounting and Business
Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

1

School of Business & Data Science
Department of Economics, Accounting and Business
Elective credit.

ECN 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Economics, Accounting and Business
GEP, Elective credit.

ECN 201 : MICROECONOMIC PRINCIPLES

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

3

Prerequisite: Sophomore standing or permission of instructor

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit

GEP before 2025: Social Science, Quantitative

Converse Core: Social Sciences and Quantitative & Mathematical Reasoning

ECN 202 : MACROECONOMIC PRINCIPLES

This course is an introduction to national income determination, monetary and fiscal policy, and international trade. Quantitative GEP requirement.

3

Prerequisite: Sophomore standing or permission of instructor

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit

GEP before 2025: Social Science, Quantitative

Converse Core: Social Sciences and Quantitative & Mathematical Reasoning

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.

3

-4

School of Business & Data Science

Department of Economics, Accounting and Business
3 or 4
Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
GEP, Major, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

ECN 302 : INTERMEDIATE MACROECONOMIC THEORY

This intermediate-level course examines the determination of national income, employment and monetary policy.

3

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

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.

4

or permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

MTH 300

Major, Minor credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 202

Major, Minor, Elective credit.

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. *Non-European/Non-Anglophone.*

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business
Women's Studies

ECN 201

ECN 202

Major, Minor, CCW, Elective credit.

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.

3

-4

School of Business & Data Science

Department of Economics,
Accounting and Business
ECN 201

ECN 202

Major, Minor, Elective credit.

ECN 329 : ENVIRONMENTAL ECONOMICS

This course provides a survey of public policy issues regarding the management of natural resources and the protection of environmental quality, from the perspective of economics. The course covers both conceptual and methodological topics and recent and current applications, including specific environmental policy areas such as climate change.

3

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective

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.

3

or permission of instructor.

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

ECN 202

GEP, Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics,
Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
ECN 201

Major, Minor, Elective credit.

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.

1

-4

or permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business

ECN 201

ECN 202

Major, Minor, Elective credit.

ECN 400 : SENIOR SEMINAR

A capstone course is required of all majors in the department, including accounting, business administration, and economics. This course gives students the opportunity to engage in career planning as well as applying their analytical skills to business situations and case studies. Students will submit written reports and give oral presentations on various topics, possibly in teams. Quantitative GEP requirement. Capstone. Writing Intensive.

3

Senior status, or permission of department chair.

School of Business & Data Science

Department of Economics, Accounting and Business
Major credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

Departmental approval.

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

1

-6

Minimum 12 hours in major within department; 2.5 GPA in major; and permission of the faculty director.

School of Business & Data Science

Department of Economics, Accounting and Business

FIN 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Economics, Accounting and Business

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

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School of Business & Data Science

Department of Economics, Accounting and Business

3 or 4

Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

FIN 321 : MONEY AND FINANCIAL INSTITUTIONS

Same as [ECN 321](#).

3

School of Business & Data Science

Department of Economics, Accounting and Business

FIN 324 : BUSINESS AND THE PUBLIC SECTOR

Same as ECN 324.

3

School of Business & Data Science

Department of Economics, Accounting and Business

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.

4

ACC 211 and 212 Accounting Principles I and II

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

FIN 370 Business Finance.
School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

FIN 370 Business Finance.
School of Business & Data Science

Department of Economics, Accounting and Business
Major credit.

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.

3

Departmental approval.

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credits.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Economics, Accounting and Business
Major, Minor, Elective credit.

HCA 470 : HEALTHCARE FINANCE AND ACCOUNTING

This course exposes the student to the specialized finance and accounting considerations within the healthcare environment.

4

School of Business & Data Science

Department of Economics, Accounting and Business
ACC 212

Major, Minor, Elective credit.

HCA 471 : FACILITY PLANNING AND THE ENVIRONMENT OF CARE

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.

3

or permission of the instructor.

School of Business & Data Science

Department of Economics, Accounting and Business
HCA 470

Major credit.

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.*

3

-6

Minimum of 12 hours in major within the department; 2.5 GPA in the major; and permission of the director.

School of Business & Data Science

Department of Economics, Accounting and Business
Major credit.

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.

1

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School of Business & Data Science

Department of Mathematics and Computer Science
Elective.

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

MTH 109 : ALGEBRA AND GEOMETRY ESSENTIALS

This course is designed as a “bridge” course to help students progress through the ALEKS system in order to prepare them for entering MTH 110 Elementary Functions. Topics include whole numbers, fractions, percentages, linear equations and inequalities, factoring, quadratic functions, polynomial functions, radical and rational expressions, basic geometry, and basic trigonometry. Typically offered every Fall term.

1

Placement into MTH 109.

School of Business & Data Science

Department of Mathematics and Computer Science
Elective

MTH 110 : Precalculus

This course primarily serves as preparation for calculus. Course content includes a study of elementary functions and their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic, and trigonometric functions. Offered in Spring term.

Formely known as: Elementary Functions

3

Score of 61 or higher on math placement test, A in MTH 109, or permission of the instructor

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

MTH 111 : DATA LITERACY: ETHICS AND EMPOWERMENT FOR ALL DISCIPLINES

Clive Humby is credited with coining the phrase, “Data is the new oil.” In this course, we’ll explore the basics of the hottest new commodity: data. Data is now collected everywhere, all the time. This course is designed to introduce students to methods and best practices surrounding data. Students will learn about data collection, interpretation, limitations, ethics, and presentation. This core course will prepare students to think critically about data, its source(s), its presentation, and the conclusions drawn from it.

3

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Data Literacy

MTH 112 : MATHEMATICS OF THE LIBERAL 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 Social & Political Science, (3) Mathematics in Economics & Finance, (4) Mathematics in Art. The goals of this course are for the student to master basic skills from algebra and geometry and to become familiar with applications of mathematics to other areas of study and modern careers. Typically offered in January term.

3

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: MTH 108 or higher

Converse Core: Quantitative & Mathematical Reasoning

MTH 113 : INTRODUCTION TO STATISTICS

This course will provide a comprehensive introduction to the models and methods used in statistics. Quantitative GEP requirement.

4

High School Algebra.

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Data Literacy and Quantitative Math

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.

4

MTH 110, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

Minor credit

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

MTH 120 : CALCULUS AND ANALYTIC GEOMETRY I

A study of the differential and integral calculus. Offered Fall and Spring Terms. Quantitative GEP requirement.

4

MTH 110, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Converse Core: Quantitative & Mathematical Reasoning

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.

3

MTH 120 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit. Quantitative GEP credit.

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.

3

CSC 201 and MTH 110 or consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 210 : CALCULUS AND ANALYTIC GEOMETRY II

A continuation of MTH 120.
Offered every year.
Quantitative GEP requirement.
3
MTH 120, or equivalent.
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
GEP, Major, Minor, Elective credit.

MTH 220 : CALCULUS AND ANALYTIC GEOMETRY III

A continuation of MTH 210.
Offered every year.
Quantitative GEP requirement.
3
MTH 210, or equivalent.
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
GEP, Major, Minor, Elective credit.

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.
3
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
Major, Elective credit.

GEP before FA25: Quantitative

GEP after FA25: Quantitative Reasoning

MTH 300 : BUSINESS STATISTICS

Business statistics will cover a brief introduction with motivation, visualizing basic statistics, descriptive statistics, t-tests, ANOVA, and chi-square tests. Time permitting, linear regression, probability, and other topics will also be covered.

ECN 300 was removed and replaced with MTH 300 beginning Fall 2024.

4
Students must have completed one of the following courses: ACC 212 Accounting Principles II, ECN 326 Labor Economics, or BAD 330 Management.
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
ACC 212
ECN 326
BAD 330
Converse Core: Data Literacy

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.
3
Consent of the instructor.
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
Major, Minor, Elective credit.

MTH 310 : Differential Equations

An introductory study of ordinary differential equations, their analytical and numerical solution techniques, and their physical applications. Offered alternate years. Quantitative GEP requirement.

Quantitative GEP Requirement.
3
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
MTH 220

MTH 311 : SURVEY OF GEOMETRY

A study of the foundation of Euclidean and non-Euclidean geometry. Offered alternate years. Quantitative GEP requirement.
3
Consent of the instructor or MTH 351.
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
Major, Minor, Elective credit.

MTH 330 : INTRODUCTION TO NUMERICAL ANALYSIS

This is a first course in numerical analysis. Topics include numerical techniques for solving equations and problems in calculus, understanding error, and computer solutions. Students will be required to complete coding assignments as part of the course.
3
MTH 210 and CSC 201, or permission of the instructor.
[School of Business & Data Science](#)
[Department of Mathematics and Computer Science](#)
Major, Minor, Elective credit.
Quantitative GEP credit.

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.

4

MTH 351 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

MTH 120

Major, Minor, Elective credit.

MTH 400 : REAL ANALYSIS

A study of selected topics from real analysis. Offered on demand. Quantitative GEP requirement.

3

MTH 220 and ONE of:

MTH 200 or MTH 205

Permission of Instructor

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 413 : ABSTRACT ALGEBRA

A study of groups, rings, integral domains, and fields. Offered alternate years.

Quantitative GEP requirement.

3

MTH 210 and ONE of:

MTH 200 or MTH 205

Permission of Instructor

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 423 : PROBABILITY AND STATISTICS

A study of probability, distributions, sampling distribution theory, and estimation. Offered alternate years. Quantitative GEP requirement.

3

MTH 210, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

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.

3

-6

Minimum 2.5 major GPA and permission of the department chair.

School of Business & Data Science

Department of Mathematics and Computer Science

MTH 480 : SPECIAL TOPICS IN MATHEMATICS

Each offering will cover a topic of mathematics that is not in the regular curriculum.

Quantitative GEP requirement.

1

-4

Consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

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.

1

-4

MTH 210 or its equivalent and consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

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.

1

-3

Consent of the instructor and department chair.

School of Business & Data Science

Department of Mathematics and Computer Science

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.

3

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.

[School of Business & Data Science](#)

[Department of Mathematics and Computer Science](#)

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 the student's topic. Offered every year. Capstone.

2

Permission of the instructor
[School of Business & Data Science](#)

[Department of Mathematics and Computer Science](#)
Required of all majors.

GEP before Fall 2025:
Quantitative Reasoning and Capstone

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.

3

[Sociology](#)

Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

SOC 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

[Sociology](#)

GEP.

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.

3

[Sociology](#)

GEP, Elective credit.

SOC 250 : OCCUPATIONS AND PROFESSIONS

A study of the history and structure of specific occupations and professions and the study of theories of professionalism.

3

[Sociology](#)

GEP, Elective credit.

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.

3

[Sociology](#)

GEP, Elective credit.

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.

3

[Sociology](#)

GEP, Elective credit.

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.

3

[Sociology](#)

GEP, Elective credit.

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.

3

[Sociology](#)

GEP, Elective credit.

SOC 309 : SPECIAL TOPICS IN SOCIOLOGY

Studies in topics in issues, figures of movements in sociology.

3

[Sociology](#)

GEP, Elective credit.

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.

3

[Sociology](#)

GEP, Elective credit.

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.

3

[Sociology](#)

GEP, Elective credit.

Nisbet Honors Program

199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

-4

[Nisbet Honors Program](#)

GEP credit.

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.

3

-4

[Nisbet Honors Program](#)

GEP, Major, Elective credit.

BIO 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills. Lab fee.

3

-4

[Nisbet Honors Program](#)

3 or 4

Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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.

[Nisbet Honors Program](#)

GEP, Major, Minor, Elective credit.

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.

3

BIO 190, BIO 191, senior class standing, approval by the department, and consent of the instructor.

Department of Natural Science
Nisbet Honors Program
Major credit.

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.

3

Department of Natural Science
Chemistry
Nisbet Honors Program
GEP Natural Science; elective

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.

3

CHM204, senior class standing, approval by the department, and consent of the instructor.

Department of Natural Science
Chemistry
Nisbet Honors Program
CHM 204
Major credit.

HON 300H : HONORS DIRECTED INDEPENDENT STUDY

An honors DIS generally must involve either a substantial independent research project or the course material from a regular honors course. These independent studies must follow the usual Registrar procedures for regular DIS courses. Students should submit a copy of their HON 300H DIS contract and syllabus to the Honors Program co-directors no later than the last day of classes of the long term before the term in which the student plans to do the independent study.

Honors Modules allow students to take a non-honors course and adapt it so that it counts for honors program credit by completing a contract with the instructor; a module is designated on the student's transcript by having the regular non-honors course number with an "H" afterwards. The student and instructor agree to the work required to have the course designated as "honors," and the contract requires approval by the Nisbet Honors Program. Upon approval and successful completion of the contract, the course will be designated as "honors" on the student's transcript. Check with program directors for details on eligibility requirements and deadlines.

3

With permission of an Honors Program co-director and permission of the mentoring professor, a student in the Honors Program may arrange to do an independent study with a professor.

Nisbet Honors Program

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.

1

Nisbet Honors Program

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.

3

Nisbet Honors Program

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.

3

History
Nisbet Honors Program
Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

MUH 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3
Nisbet Honors Program
Honors, CWC

MUH 210H : 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.

3
-4
Nisbet Honors Program
GEP, Fine Arts & Non-European/Non-Anglophone

PHI 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3
Philosophy
Nisbet Honors Program
Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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. Recent interdisciplinary offerings have included team-ups with the Religion program to examine issues related to spirituality and the meaning of life, and with the Mathematics program to explore the nature of numbers, infinity, and reality. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

3
Philosophy
Nisbet Honors Program
Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.
Department of Natural Science
Nisbet Honors Program
GEP, Elective credit.

PSY 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Psychology

Department of Behavioral and Social Sciences

Nisbet Honors Program

GEP credit before Fall 2025

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.

3

-4

Psychology

Department of Behavioral and Social Sciences

Nisbet Honors Program

GEP, Major, Minor, Elective credit.

Department of Economics, Accounting, and Business

BAD 355 : INTRODUCTION TO INTERNATIONAL BUSINESS

This course is designed to aid students in developing and applying a global mindset. International business is a force that impacts everybody's daily lives, and having the ability to notice and understand the forces that impact international business is an attractive and crucial skill that young business professionals need to employ. In this course, students will be guided through a variety of modules that will teach them about the actors and the forces that influence aspects of trade and investment. While the focus of this class will be placed on multinational enterprises (MNE's), attention will be given to other important actors with governments, managers and employees, and the communities that MNEs are situated and operate in.

3

Department of Economics, Accounting, and Business

Major, Minor, Elective Credit

BAD 448 : Pampered Pooches and Cossetted Cats: Pets and Marketing in Contemporary American Society

This course examines current attitudes to pets and pet ownership in contemporary American society, and how the development and change of such attitudes affects the marketing of products, both pet-related and unrelated products. We will occasionally discuss other types of pets, but the main focus will be on dogs and cats as they constitute the largest group of pets and account for most pet related spending; we will also sometimes discuss other countries' and cultures' treatment of pets, but our primary focus will be on the USA.

The purpose of this course is to allow students to examine social developments in current American culture, follow news coverage, market research, scholarship and popular culture expressions of this trend, and understand how such developments influence business and marketing decisions.

Prerequisite: BAD 330 Management or BAD 340 Marketing Principles or permission of instructor

3

BAD 330 OR BAD 340
Department of Economics, Accounting, and Business

BAD 330

BAD 340

Major, Minor, Elective Credit

BAD 455 : Contemporary Topics in International Business

This course is designed to introduce students to contemporary topics within the field of international business. International business governs a variety of aspects in our everyday lives, and global phenomena causes IB dynamics to change constantly. While there are a lot of factors that remain constant, because of shifting global interests there are certain aspects that have been receiving more attention than usual. Students taking this course will be exposed to a variety of “contemporary” topics that have dominated talk within the academic and professional spheres of international business.

3

-4

BAD 355 or Permission of Instructor

Department of Economics, Accounting, and Business

BAD 355

Major Credit

Department of Mathematics and Computer Science

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Elective credit.

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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

School of Business & Data Science
Department of Mathematics and Computer Science
Minor credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

CSC 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science
Department of Mathematics and Computer Science
GEP, Elective credit.

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.

4

School of Business & Data Science
Department of Mathematics and Computer Science
MTH 108
Major, minor, elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

4

School of Business & Data Science
Department of Mathematics and Computer Science
CSC 201

Quantitative GEP requirement.
Major, minor, elective credit.

CSC 203 : Algorithm Design

The course focuses on well-known classes of algorithms, and on patterns underlying algorithm (not object) design. Classes of algorithms studied should include divide-and-conquer algorithms, greedy algorithms, dynamic programming, search algorithms, and classic graph algorithms. Patterns studied will include a fuller treatment of algorithm analysis and space-time tradeoffs.

3

School of Business & Data Science
Department of Mathematics and Computer Science
CSC 202
Quantitative GEP credit

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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 a 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.

3

CSC 201 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Minor.

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.

4

School of Business & Data Science

Department of Mathematics and Computer Science

Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

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.

1

Consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Minor, Elective credit.

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.

School of Business & Data Science

Department of Mathematics and Computer Science

GEP, Elective credit.

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.

3

CSC 202.

School of Business & Data Science

Department of Mathematics and Computer Science
Elective credit.

CSC 305 : DATABASE DESIGN

Fundamental principles of database models and database management systems design, implementation, and application. Quantitative GEP requirement.

3

CSC 201 or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

3

CSC 202, equivalent or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor credit:

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.

3

CSC 321 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor credit.

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.

3

CSC 235 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor credit.

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.

3

CSC 202 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

3

CSC 202 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor.

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.

3

CSC 202.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

CSC 400 : Computer Science Special Topics

Special topics within Computer Science.

3

School of Business & Data Science

Department of Mathematics and Computer Science
Data Literacy and Quantitative/Math Reasoning
GEP

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.

3

CSC 202 and MTH 205.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

3

CSC 202 and MTH 205.

School of Business & Data Science

Department of Mathematics and Computer Science
Minor, Elective credit.

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.

CSC 202, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

3 or 6

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. The student is expected to be a productive member of the data processing staff and have some programming responsibilities. Pass/fail grading.

CSC 450, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

3 or 6

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.

1

-3

Consent of the instructor and the department chair.

School of Business & Data Science

Department of Mathematics and Computer Science

CSC 492 : Computer Science Capstone

The student will integrate topics from across the computer-science curriculum as a team lead for a programming team (of CSC 392 students) producing a medium-scale software system. Alternatively, at the student's option and with the approval of the course professor, the student will be mentored to conduct original research in computer science. Regardless of which alternative is chosen, the student will be required to make a public presentation on the work and the lessons learned at the end of the semester.

3

School of Business & Data Science

Department of Mathematics and Computer Science

CSC 392

DSC 110 : DATA VISUALIZATION

This course explores the best methods for data visualization with an emphasis on communicating clearly. Best practices in visualization type, color, wording, and word placement will be discussed. Real data will be used to give students real-world experience.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Converse Core: Data Literacy

DSC 217 : DATA SCIENCE I

A study of data and the questions that can be answered by studying data. This course will use both R and Python to explore algorithms, modeling techniques, and methods of data science.

Formerly MTH 117; changed to DSC 217 in Fall '24.

3

Introduction to Computer Programming

School of Business & Data Science

Department of Mathematics and Computer Science

CSC 201

GEP before 2025: Quantitative

Converse Core: Data Literacy

DSC 218 : 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.

Formerly MTH 118; changed to DSC 218 in Fall '24.

3

DSC 217 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Quantitative GEP credit.

DSC 300 : ETHICS FOR DATA SCIENCE

This course explores the ethical considerations surrounding the world of data, data science, data methods, and data visualization. Various case studies will be explored.

3

School of Business & Data Science

Department of Mathematics and Computer Science

DSC 350 : Quantitative Consulting

This course focuses on team-based data science projects in which solutions and/or recommendations are produced for an industry, government, or nonprofit partner. Students will develop their data science and computation skills while working together to solve real-world problems and will share their progress with the client regularly. This course is designed to foster communication, innovation, and critical thinking.

3

-4

Department of Mathematics and Computer Science

GEP before Fall 2025: Quantitative Reasoning

Converse Core: Data Literacy & Quantitative/ Math Reasoning

DSC 499 : DATA SCIENCE CAPSTONE

This course allows students to complete research on a data science topic or project. The student will also present their work and results through a visual presentation and through a professionally written document. Offered every year. Capstone.

2

Permission of Instructor
School of Business & Data Science

Department of Mathematics and Computer Science

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.

1

-4

School of Business & Data Science

Department of Mathematics and Computer Science
Elective.

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

MTH 109 : ALGEBRA AND GEOMETRY ESSENTIALS

This course is designed as a "bridge" course to help students progress through the ALEKS system in order to prepare them for entering MTH 110 Elementary Functions.

Topics include whole numbers, fractions, percentages, linear equations and inequalities, factoring, quadratic functions, polynomial functions, radical and rational expressions, basic geometry, and basic trigonometry. Typically offered every Fall term.

1

Placement into MTH 109.

School of Business & Data Science

Department of Mathematics and Computer Science

Elective

MTH 110 : Precalculus

This course primarily serves as preparation for calculus. Course content includes a study of elementary functions and their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic, and trigonometric functions. Offered in Spring term.

Formerly known as: Elementary Functions

3

Score of 61 or higher on math placement test, A in MTH 109, or permission of the instructor
School of Business & Data Science

Department of Mathematics and Computer Science

GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

**MTH 111 : DATA LITERACY:
ETHICS AND EMPOWERMENT
FOR ALL DISCIPLINES**

Clive Humby is credited with coining the phrase, "Data is the new oil." In this course, we'll explore the basics of the hottest new commodity: data. Data is now collected everywhere, all the time. This course is designed to introduce students to methods and best practices surrounding data. Students will learn about data collection, interpretation, limitations, ethics, and presentation. This core course will prepare students to think critically about data, its source(s), its presentation, and the conclusions drawn from it.

3
School of Business & Data
Science
Department of Mathematics
and Computer Science
GEP before 2025: Quantitative

Converse Core: Data Literacy

**MTH 112 : MATHEMATICS OF THE
LIBERAL 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 Social & Political Science, (3) Mathematics in Economics & Finance, (4) Mathematics in Art. The goals of this course are for the student to master basic skills from algebra and geometry and to become familiar with applications of mathematics to other areas of study and modern careers. Typically offered in January term.

3
School of Business & Data
Science
Department of Mathematics
and Computer Science
GEP before 2025: MTH 108 or
higher

Converse Core: Quantitative &
Mathematical Reasoning

**MTH 113 : INTRODUCTION TO
STATISTICS**

This course will provide a comprehensive introduction to the models and methods used in statistics. Quantitative GEP requirement.

4
High School Algebra.
School of Business & Data
Science
Department of Mathematics
and Computer Science
GEP before 2025: Quantitative

Converse Core: Data Literacy
and Quantitative Math

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.

4
MTH 110, or equivalent.
School of Business & Data
Science
Department of Mathematics
and Computer Science
Minor credit

GEP before 2025: Quantitative

Converse Core: Quantitative &
Mathematical Reasoning

**MTH 120 : CALCULUS AND
ANALYTIC GEOMETRY I**

A study of the differential and integral calculus. Offered Fall and Spring Terms. Quantitative GEP requirement.

4
MTH 110, or equivalent.
School of Business & Data
Science
Department of Mathematics
and Computer Science
Major, Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Quantitative &
Mathematical Reasoning

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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Converse Core: Quantitative & Mathematical Reasoning

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.

3

MTH 120 or permission of instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit. Quantitative GEP credit.

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.

3

CSC 201 and MTH 110 or consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 210 : CALCULUS AND ANALYTIC GEOMETRY II

A continuation of MTH 120. Offered every year. Quantitative GEP requirement.

3

MTH 120, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

GEP, Major, Minor, Elective credit.

MTH 220 : CALCULUS AND ANALYTIC GEOMETRY III

A continuation of MTH 210. Offered every year. Quantitative GEP requirement.

3

MTH 210, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

GEP, Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Elective credit.

GEP before FA25: Quantitative

GEP after FA25: Quantitative Reasoning

MTH 300 : BUSINESS STATISTICS

Business statistics will cover a brief introduction with motivation, visualizing basic statistics, descriptive statistics, t-tests, ANOVA, and chi-square tests. Time permitting, linear regression, probability, and other topics will also be covered.

ECN 300 was removed and replaced with MTH 300 beginning Fall 2024.

4

Students must have completed one of the following courses: ACC 212 Accounting Principles II, ECN 326 Labor Economics, or BAD 330 Management.

School of Business & Data Science

Department of Mathematics and Computer Science

ACC 212

ECN 326

BAD 330

Converse Core: Data Literacy

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.

3

Consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 310 : Differential Equations

An introductory study of ordinary differential equations, their analytical and numerical solution techniques, and their physical applications. Offered alternate years. Quantitative GEP requirement.

Quantitative GEP Requirement.

3

School of Business & Data Science

Department of Mathematics and Computer Science

MTH 220

MTH 311 : SURVEY OF GEOMETRY

A study of the foundation of Euclidean and non-Euclidean geometry. Offered alternate years. Quantitative GEP requirement.

3

Consent of the instructor or MTH 351.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 330 : INTRODUCTION TO NUMERICAL ANALYSIS

This is a first course in numerical analysis. Topics include numerical techniques for solving equations and problems in calculus, understanding error, and computer solutions. Students will be required to complete coding assignments as part of the course.

3

MTH 210 and CSC 201, or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit. Quantitative GEP credit.

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.

4

MTH 351 or permission of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

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.

3

School of Business & Data Science

Department of Mathematics and Computer Science

MTH 120

Major, Minor, Elective credit.

MTH 400 : REAL ANALYSIS

A study of selected topics from real analysis. Offered on demand. Quantitative GEP requirement.

3

MTH 220 and ONE of:

MTH 200 or MTH 205

Permission of Instructor

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 413 : ABSTRACT ALGEBRA

A study of groups, rings, integral domains, and fields. Offered alternate years. Quantitative GEP requirement.

3

MTH 210 and ONE of:

MTH 200 or MTH 205

Permission of Instructor

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

MTH 423 : PROBABILITY AND STATISTICS

A study of probability, distributions, sampling distribution theory, and estimation. Offered alternate years. Quantitative GEP requirement.

3

MTH 210, or equivalent.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

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.

3

-6

Minimum 2.5 major GPA and permission of the department chair.

School of Business & Data Science

Department of Mathematics and Computer Science

MTH 480 : SPECIAL TOPICS IN MATHEMATICS

Each offering will cover a topic of mathematics that is not in the regular curriculum.

Quantitative GEP requirement.

1

-4

Consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

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.

1

-4

MTH 210 or its equivalent and consent of the instructor.

School of Business & Data Science

Department of Mathematics and Computer Science

Major, Minor, Elective credit.

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.

1

-3

Consent of the instructor and department chair.

School of Business & Data Science

Department of Mathematics and Computer Science

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.

3

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.

School of Business & Data Science

Department of Mathematics and Computer Science

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 the student's topic. Offered every year. Capstone.

2

Permission of the instructor

School of Business & Data Science

Department of Mathematics and Computer Science

Required of all majors.

GEP before Fall 2025: Quantitative Reasoning and Capstone

Computer Science

EGR 101 : ENGINEERING FUNDAMENTALS

This course provides a solid foundation of skills to solve engineering problems. The objectives of this course are to introduce students to engineering analysis, introduce professional and societal issues appropriate to engineering, and to let students work on engineering projects in a team setting. Students demonstrate problem solving techniques with spreadsheets, dimensions and units, use modeling techniques, and interpret validity of experimental results. Various forms of technical communication are emphasized.

3

[Computer Science](#)

MTH 110

ENG 101

Quantitative Reasoning

Education

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.

3

BIO 191 or its equivalent and either BIO 202 or 203.

[Department of Natural Science](#)
[Education](#)

BIO 191

BIO 202

BIO 203

Major, Minor, Elective credit.

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.

0

[Education](#)

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.

0

[Education](#)

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.

0

[Education](#)

EDU 101 : CLINICAL I: LITERACY

This 50-hour clinical is the first of two clinical experiences required for early childhood, elementary, and special education majors. The clinical experience provides the teacher candidate with an opportunity to observe the assigned mentor teacher teach literacy lessons, gain experience and practice using evidence-based literacy methods, and apply theory and management skills while working with students. Candidates will complete a variety of engagements with the whole class and small groups to familiarize them with grade level literacy standards and expectations for the grade level to which they are assigned. The teacher candidate will work with an individual student to complete a case study in which they administer at least three pre- and post-diagnostic assessments, analyze data, set learning goals, write and teach at least 5 responsive lessons, and assist in building the student's self-esteem and confidence as a literacy learner. Activities in this clinical are designed to deepen and extend the foundational knowledge of literacy development introduced in the prerequisite course, Literacy Foundations (EDU 301). 3 credit hours

Offered Fall and Spring.

Formerly known as Clinical I: Reading. Changed Fall 2025.
3

Passing the Praxis Core, EDU 360, EDU 309, EDU 301, and all background/medical requirements.

[Education](#)

EDU 360

EDU 309

EDU 301

Major credit. Prerequisite for all education students: PRAXIS CORE: Passing scores in reading, writing, and math.

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.

3

EDU 101 and Admission to Teacher Education.

[Education](#)

EDU 101

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.

3

[Education](#)

EDU 101

EDU 125 : FRESHMAN YEAR SEMINAR

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse University. 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.

3

[Education](#)

GEP Social Sciences

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.

3

Education

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.

3

Education

EDU 360

EDU 331, EDU 333, EDU 334 or EDU 335.

Minor credit.

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.

0

EDU 201 and Admission to Teacher education.

Education

EDU 201

EDU 425

EDU 203 : TECHNOLOGY IN EDUCATION

This course will introduce students to the importance of current technology in the PreK - 12th grade classroom. It will cover basic teaching knowledge, learning preferences, and instructional support, all related to modern technology. It will also introduce students to various digital tools to support student academic goals, teacher pedagogy, and different student learning styles. The course is designed to utilize technology during each class session. The course will also introduce students to effective lesson planning and classroom management and how they correlate with the effective integration of technology.

3

Education

Elective credit.

EDU 301 : LITERACY FOUNDATIONS

This course will equip teacher candidates with the foundational knowledge of literacy development beginning with oral language and the typical progression along the literacy continuum. Candidates will explore evidenced-based practices grounded in cognitive, linguistic, socio-cultural, and motivational influences on literacy development. Along with analysis of various assessment tools, teacher candidates will be involved with the study of the language arts, theoretical models for literacy development and learning, as well as the foundations of reading and writing behaviors. Candidates will investigate the vital importance of school and family relationships in literacy development and explore ways of effectively communicating and supporting families. The successful completion of course is a prerequisite for Clinical I: Literacy (EDU 101).

Formerly known as Reading and Language Arts in the Elementary Classroom. Changed Fall 2025.

3

- EDU 360 Introduction to Education and EDU 309 Literature for the Child

Education

EDU 360

EDU 309

Major credit. Prerequisites for all education students: EDU360; PRAXIS CORE: Passing scores in reading, writing, and math; EDU309 (except for special education majors).

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 Summer 1A
3

Education

Elective Course: Prerequisite Acceptance into Teacher Education; EDU372.

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.

3

Education

Major credit.

EDU 305 : BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD

This course combines elements of learning theory and child growth and development with the 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 prenatal through preadolescence (8 years of age) 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.

3

Education

Major credit for Early Childhood.

EDU 307 : READING AND LANGUAGE IN THE EARLY CHILDHOOD CLASSROOM

This course will equip the early childhood candidate with the tools necessary to provide instruction in literacy, diagnose and remediate 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. *R2S Literacy Course, students must earn a C or better in the course for certification.*

3

Education

EDU 360

EDU 101

EDU101.

Major credit. Prerequisites for all education students: EDU360; PRAXIS CORE: Passing scores in reading, writing, and math; EDU309 (except for special education majors).

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. *R2S Literacy Course, students must earn a C or better in the course for certification.*

3

[Education](#)

Major credit

GEP before 2025: Writing Intensive

Converse Core: Writing

EDU 314 : SCIENCE FOR THE CHILD

This course is designed to familiarize students with science content in life sciences, physical sciences, and earth/space sciences appropriate for the elementary child (grades 2-6), to develop pedagogical skills in science, and to build positive attitudes toward science and science instruction. Candidates are provided with hands-on science experiences, preparation for the Praxis II exam, and field experiences.

3

[Education](#)

Major credit.

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.

3

[Education](#)

Major credit.

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.

3

[Education](#)

Elective credit.

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.

1

-3

[Education](#)

Elective Credit.

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 the development of units of study that are based on South Carolina Standards and integrate technology.

3

[Education](#)

EDU 201

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 the development of units of study that are based on South Carolina Standards and integrate technology.

3

[Education](#)

EDU 201

**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. Offered Fall and Spring Terms. *R2S Course: Teacher candidates must earn a C or better for certification.*

3

[Education](#)

EDU 101

EDU 301

EDU 372

Major credit.

**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. R2S Course, candidates must make a C or better for certification.

3

[Education](#)

Major credit.

**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.

3

[Education](#)

Major credit.

**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.

3

[Education](#)

Major credit.

**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.

3

[Education](#)

Major credit.

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.

3

Education

Major credit.

EDU 361 : CURRICULUM DESIGN AND CLASSROOM MANAGEMENT

Curriculum & Design empowers pre-service teachers with the instructional strategies needed to teach students in today's diverse society. Students who take this course will learn the art of designing student-centered lessons, the use of Universal Design for Learning (UDL), writing objectives, developing and selecting formative and summative assessments, and the creation of lessons that incorporate research-based, instructional practices. Additionally, specific aspects of classroom management will be taught including managing student behavior during teaching, lesson pacing, and effective transitions within lessons. This course has a 10-hour clinical and is offered in the spring of each academic year.

3

Education

Major credit.

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. Offered Fall and Spring Terms.

3

EDU101, EDU301/307.

Education

Major credit.

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. *R2S Literacy Course, students must earn a C or better in the course for certification.*

3

Education

EDU 301

Major credit.

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.

3

Education

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.

3

Upper-class status and approval of instructor.

Education

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 early childhood curriculum and the implementation of carefully prepared lessons for an actual early childhood 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.

3

Education

EDU 102

Major credit for Early Childhood.

EDU 405 : CURRICULUM FOR EARLY CHILDHOOD

Admission to Teacher Education is required. This course is a study of the curricular needs of early childhood (pk-3) children, a review of early childhood programs/settings, and an exploration of applying teaching/learning theory to the early childhood setting. Special topics include working with parents, classroom management techniques/strategies, and curricula in math, language arts, science, social studies, art, physical education, and music. Students make on-site visits to a Montessori school, a private kindergarten, public-school kindergartens, a university laboratory preschool, and a hospital-based child development center. This course is a prerequisite to EDU 412b. Offered Fall Term.

3

Education

EDU 403

EDU 102

Major credit for Early Childhood.

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.

3

Education

Major credit for Elementary and Early Childhood.

EDU 412a : DIRECTED STUDENT TEACHING: ELEMENTARY

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, University 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 University 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.

12

Education

Major credit.

EDU 412b : DIRECTED STUDENT TEACHING: EARLY CHILDHOOD

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, University 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 University 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.

12

Education

Major credit.

EDU 412c : DIRECTED STUDENT TEACHING: SECONDARY

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, University 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 University 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.

12

Education

Major credit.

EDU 412h : DIRECTED STUDENT TEACHING IN ART

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, University 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 University 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.

12

Education

Major credit.

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 the readability of text materials. Offered Fall Term. *R2S Endorsement course, candidates must earn a C or better for certification.*

3

Education

Minor credit. Prerequisites for prospective secondary teachers: EDU 201.

EDU 428 : TEACHING READING AND WRITING IN THE K-12 SPECIALIST AREAS

This course provides critical content in the teaching of reading and writing in a variety of K-12 special areas including art and music. Drawing on student's own experiences and best practices in the field, this course will focus on the development of literacy knowledge and teaching strategies for the K-12 specialist educator and help them create a literacy enriched classroom environment. Students will learn how to determine reading expectancy and levels, how to develop comprehension questions and assessments at various levels, how to implement the writing process for content areas and how to assess readability of text materials and writing in the K-12 specialist content area. *Online, On-campus.*

3

[Education](#)

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.

3

[Education](#)

Major credit. Capstone.

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 University limit of hours within a discipline. May be repeated for credit.

1

-3

Permission of instructor.

[Education](#)

Major credit.

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.

3

Permission of instructor.

[Education](#)

Major credit.

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.

3

[Education](#)

Major credit.

SED 331 : Speech Language and Communication Development in ASD

This course covers the application of specific behavioral teaching procedures used to decrease or eliminate behaviors, with emphasis on ethical interventions and the desirability of least restrictive and non-aversive strategies. It also emphasizes procedures and plans to teach communication, social, and self-help skills. It covers the purpose, rationale, and methods for conducting and interpreting functional analyses of challenging behaviors. Prerequisite: SED 321-Foundations of ASD.

3
Education
SED 321

SED 332 : Behavior Management in ASD

This course covers the application of specific behavioral teaching procedures used to decrease or eliminate behaviors, with emphasis on ethical interventions and the desirability of least restrictive and non-aversive strategies. It also emphasizes procedures and plans to teach communication, social, and self-help skills. It covers the purpose, rationale, and methods for conducting and interpreting functional analyses of challenging behaviors.

Prerequisites: SED 321 and 331

3
Education
SED 321
SED 331

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.

3
Special Education
Elective credit

GEP before 2025: Social Science,

Converse Core: Social Sciences and Culture Diversity

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, Spring, and Summer Terms.

3
Special Education
Major credit

Converse Core: Culture Diversity

SED 321 : FOUNDATIONS OF AUTISM SPECTRUM DISORDER (ASD)

The course will provide an overview of the history of ASD, causes, co-morbid conditions, and signs of ASD, as well as the development of communication and language, social and emotional deficits, and behavior issues of individuals with ASD. The course also brings together ASD clinical practice and research within the context of developmental psychopathology, etiology, assessment, treatment, interventions, and teaching methods and covers infancy through adulthood. The course will discuss myths and facts surrounding ASD as well as supports and services available for those with ASD and their families.

3
Special Education
Major, elective credit

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

1
-3
Special Education
Elective Credit.

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

3

Special Education
Major credit.

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

3

Special Education
Major credit.

SED 357 : READING ASSESSMENT AND INSTRUCTION: DEAF AND HARD OF HEARING

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.

3

SED 350.

Special Education
Major credit.

SED 359 : LANGUAGE ASSESSMENT AND INSTRUCTION: DEAF AND HARD OF HEARING

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.

3

SED 350.

Special Education
Major credit.

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.

3

SED 300.

Special Education

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.

3

SED 300.

Special Education
Major credit.

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.

3

Special Education
Major credit.

SED 382M : Clinical II: Multi-Categorical

3

Special Education

SED 382a : CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES

This 60-hour clinical is a clinical experience for special education or those seeking an add-on in intellectual disabilities to their certification. Teacher candidates will plan, implement, and assess instructional procedures for students with intellectual disabilities. The first clinical experience occurs in an elementary setting. It provides an opportunity for teacher candidates to complete a "Student Learning Project" for an individual student. Lesson planning, assessment, evaluation, grading techniques, case studies, and classroom management strategies will be addressed and practiced. The second school-based experience occurs at a high school and provides opportunities for teacher candidates to plan, implement, and reflect on effective teaching practices. The teacher candidate is expected to work collaboratively with the cooperating teacher in all classroom activities to demonstrate growth in South Carolina Teaching Standards (SCTS 4.0) and the ability to plan, teach, assess, and demonstrate the appropriate professional dispositions and behaviors.

3

SED 300, SED 397, SED 398
Special Education
Major credit.

SED 382b : CLINICAL II: PRACTICUM IN LEARNING DISABILITIES

This 60-hour clinical is a clinical experience for special education or those seeking an add-on in learning disabilities to their certification. Teacher candidates will plan, implement, and assess instructional procedures for students with learning disabilities. The first clinical experience occurs in an elementary setting. It provides an opportunity for teacher candidates to complete a "Student Learning Project" for an individual student. Lesson planning, assessment, evaluation, grading techniques, case studies, and classroom management strategies will be addressed and practiced. The second school-based experience occurs at a high school and provides opportunities for teacher candidates to plan, implement, and reflect on effective teaching practices. The teacher candidate is expected to work collaboratively with the cooperating teacher in all classroom activities to demonstrate growth in South Carolina Teaching Standards (SCTS 4.0) and the ability to plan, teach, assess, and demonstrate the appropriate professional dispositions and behaviors.

3

SED 300, SED 395, SED 396.
Special Education
Major credit.

**SED 382c : CLINICAL II:
PRACTICUM IN EMOTIONAL
DISABILITIES**

This course provides an opportunity to observe and work with students with emotional disabilities. Prerequisites: SED 300, SED 397 and SED 398. Admission to Teacher Education. For education majors only.

3

SED 300, SED 397 and SED 398.

[Special Education](#)
Education Majors Only

**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.

3

SED 300, SED 350, and SED 385.

[Special Education](#)
Major credit.

**SED 383 : CHARACTERISTICS OF
DIVERSE LEARNERS**

The course addresses characteristics, nature and needs that distinguish individuals with mild, moderate and severe disabilities. Focus is on definitions, associated learner characteristics, Individualized Education Programs (IEP) and instructional provisions for individuals with intellectual disabilities, learning and emotional disabilities, students at risk, those with cultural and linguistic differences, autism spectrum disorder and traumatic brain injury.

3

[Special Education](#)
Converse Core: Culture
Diversity

**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 fingerspelling. The use of American Sign Language (ASL) conceptual signs within the framework of the ASL grammar system is also emphasized. The course includes a study of the cultural aspects of the Deaf community. The course includes 5 hours of interactions with members of the Deaf Community. Offered Fall and Spring Term.

3

[Special Education](#)
Elective credit

GEP before 2025: Language

Converse Core: Non-English
Language

**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.

3

SED 300 and SED 380.

[Special Education](#)
Major credit.

**SED 390 : AMERICAN SIGN
LANGUAGE II**

This course offers a study of American Sign Language linguistics. There is a focus on general communicative competence in ASL with emphasis on both receptive and expressive signing skills. The course includes 5 hours of interactions with members of the Deaf Community. Offered Fall and Spring Term.

3

SED 385.
[Special Education](#)
Elective credit

GEP before 2025: Language

Converse Core: Non-English
Language

**SED 391 : AMERICAN SIGN
LANGUAGE III**

This second-year course includes the development of expressive and receptive sign skills, as well as an overview of syntax, phonological structure, and non-manual markers. This course includes 5 hours of interactions with members of the Deaf Community. Offered Fall and Spring Term.

3

[Special Education](#)
SED 390
Elective credit

GEP before 2025: Language

Converse Core: Non-English
Language

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 an emphasis on conversational competence using conceptual signs and semantic appropriateness. This course includes 5 hours of interactions with members of the Deaf Community. Offered Fall and Spring Term.

3

SED 391.

[Special Education](#)

Major, Elective credit.

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.

3

SED 385.

[Special Education](#)

Major, Elective credit.

SED 394 : AMERICAN SIGN LANGUAGE V

This course 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 5 hours of interactions with members of the Deaf Community. Offered Fall and Spring Term.

3

SED 392.

[Special Education](#)

Major, Elective credit.

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.

3

SED 300.

[Special Education](#)

Major credit.

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.

3

[Special Education](#)

SED 300

Major credit.

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.

3

SED 300.

[Special Education](#)

SED 300.

Major credit.

SED 398 : EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES

An introduction to methods of therapy, management techniques, and educational materials for emotional disabilities. Offered Spring Term. Prerequisites: SED 300, SED 397. Admission to Teacher Education. For education majors only. Corequisites: SED 300, SED 397.

3

[Special Education](#)

SED 300

SED 397

Corequisites: SED 300, SED 397.

Education Majors Only.

SED 400 : Teaching Deaf Children with Disabilities

This course provides foundational information and research-based strategies for meeting the needs of deaf and hard of hearing learners with disabilities. Students will explore various disabilities, including developmental delays, autism spectrum disorder, intellectual and learning disabilities, deaf blindness, emotional and behavioral disorders, ADHD, and other high-incidence syndromes. Each topic will include discussions on demographics, intervention, placement, communication, psychosocial issues, assistive technologies, assessments, and transitions to post-secondary outcomes.

3

Special Education

Major Only

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.

3

Special Education

Major credit.

SED 412M : DIRECTED STUDENT TEACHING: MULTI-CATEGORICAL

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, University 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 University 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.

12

Special Education

SED 412d : DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING

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, University 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 University 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.

12

Special Education

Major credit.

SED 412f : DIRECTED STUDENT TEACHING: LEARNING DISABILITIES

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, University 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 University 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.

12

[Special Education](#)

Major credit

SED 412g : DIRECTED STUDENT TEACHING: INTELLECTUAL DISABILITIES

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, University 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 University 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.

12

[Special Education](#)

Major credit.

SED 458 : METHODS AND PROCEDURES: DEAF AND HARD OF HEARING

This course for senior Deaf and Hard-of-Hearing 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

3

SED 350, SED 390.

[Special Education](#)
Major credit.

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 University limit of hours within a discipline. May be repeated for credit. Special fee. Meets the GEP capstone and writing intensive requirements.

3

Permission of instructor.

[Special Education](#)
Major credit.

School of Liberal Arts and Sciences

POL 202 : Introduction to Political Science

An introduction to the discipline of Politics including theoretical perspectives and the various fields within the discipline

3

School of Liberal Arts and Sciences

Politics

GEP before Fall 2025: Social Science

Converse Core: Social Sciences

Department of Natural Science

AST 100 : ASTRONOMY

A course in descriptive astronomy in which emphasis is placed upon the basic principles involved. Lectures and laboratory. Lab fee. Offered yearly.

4

Department of Natural Science
Elective Credit

GEP before 2025: Quantitative, Natural Science

Converse Core: Natural Sciences

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.

4

Department of Natural Science
Major, Minor, Elective credit.

Before FA25 - Science GEP

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.

Student cannot take BIO 105 and BIO 106.

4

Department of Natural Science
Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

BIO 106 : BIOLOGY OF HUMANS

Not accepted for Biology 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 requirements for Natural Science and Wellness.

Student cannot take BIO 105 and BIO 106.

3

Department of Natural Science
GEP Natural Science, Elective credit.

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). Not accepted for Biology major and minor credits. Lab Fee.

4

Department of Natural Science
Elective

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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.

3

-4

BIO190 or instructor approval.

Department of Natural Science
GEP.

BIO 120 : SPRING FLORA

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. Not accepted for major or minor credit. Lab fee.

4

Department of Natural Science
Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

BIO 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

-4

Department of Natural Science
3 or 4

GEP before 2025: Natural Science

Converse Core: Natural Sciences

BIO 150 : SPECIAL TOPICS

Selected topics in introductory level biology. Four hour course will have a laboratory component. Some offerings may be eligible for major or minor credit. Special topic: Human Nutrition will meet the GEP requirement for wellness. Lab Fee.

3

-4

Department of Natural Science
3 or 4

GEP before 2025: Natural Science non lab, Health and Wellness

Converse Core: Natural Sciences

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.

4

Department of Natural Science
Major, Minor, Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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.

4

Department of Natural Science
Major, Minor, Elective credit.

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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.

4

BIO 190 or consent of the instructor.

Department of Natural Science
BIO 190
GEP, Major, Minor, Elective credit.

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.

4

BIO 190 or consent of the instructor.

Department of Natural Science
BIO 190
GEP, Major, Minor, Elective credit.

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.

4

BIO 190 OR BIO 191 OR
Consent

Department of Natural Science
Major, Minor, Elective credit.

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.

4

Department of Natural Science
BIO 190
BIO 191
CHM 181
Major, Minor, Elective credit.

BIO 220 : Neuroscience

An introduction to the basic and fundamental concepts in the field of neuroscience. The course introduces and provides an overview of several core neuroscience areas, including the anatomy and physiology of neurons, synaptic transmission, cellular signaling, nervous system development, plasticity, and cellular and molecular mechanisms of several nervous system functions - MB. It also involves discussions on neuropathology and research models and methods. Lecture periods may occasionally be used to complete basic hands-on/lab-like experiences or to discuss literature to promote student exploration and appreciation of neuroscience. Topics are discussed primarily in the context of vertebrates with emphasis on the human nervous system.

4

BIO 191 or Professor Approval
Department of Natural Science
Department of Behavioral and
Social Sciences
BIO 191
Elective

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.

3

BIO 190.
Department of Natural Science
Women's Studies
BIO 190
Major, Minor, CCW, Elective
credit.

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 Spring Term.

4

BIO 190, BIO 191, MTH 110 or
Consent

Department of Natural Science
Major, Minor, Elective credit.

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.

3

ENG 101 or ENG 290

Junior or senior class standing
is recommended.

Department of Natural Science
BIO 301
BIO 301 Corequisite
Major, Minor, Elective credit.

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.

4

BIO 190 and one additional
biology major course or
consent.

Department of Natural Science
Major, Minor, Elective credit.

BIO 304 : COMPARATIVE VERTEBRATE EMBRYOLOGY

A comparative study of the development of selected vertebrates. Lecture and laboratory. Lab fee.

4

BIO 191 or its equivalent and either BIO 202 or 203 or permission of the instructor.

[Department of Natural Science](#)
BIO 191

BIO 202

BIO 203

Major, Minor, Elective credit.

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.

5

BIO 190, BIO 191, or Consent

[Department of Natural Science](#)
Major, Minor, Elective credit.

BIO 308 : INVERTEBRATE ZOOLOGY

A study of the morphology and biology of invertebrates.

Lecture, laboratory, and field trips. Lab fee.

4

BIO 191 or its equivalent.

[Department of Natural Science](#)
BIO 191

Major, Minor, Elective credit.

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.

4

BIO 191 or its equivalent.

[Department of Natural Science](#)
BIO 191

Major, Minor, Elective credit.

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.

4

BIO 190, BIO 191, CHM 181 or consent

[Department of Natural Science](#)
BIO 190

BIO 191

CHM 181

Major, Minor, Elective Credit.

BIO 311 : EXERCISE PHYSIOLOGY

A study of human physiology associated with exercise of varying intensities. Emphasis is placed on physiological mechanisms of nutrition, energy metabolism, neuromuscular and skeletal function, and neuroendocrine control of several body systems during exercise.

3

BIO 190, BIO 191, and CHM 181 or consent

[Department of Natural Science](#)
BIO 190

BIO 191

CHM 181

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.

4

BIO 190, BIO 191, CHM 181 or Consent

[Department of Natural Science](#)
BIO 190

BIO 191

CHM 181

Major, Minor, Elective credit.

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.

3

BIO 191 or its equivalent; one of 301, 310 and 312; and CHM 203.

[Department of Natural Science](#)
BIO 191

BIO 301

BIO 310

BIO 312

CHM 203

Major, Minor, Elective credit.

BIO 350 : SPECIAL TOPICS IN BIOLOGY

Selected topics in advanced biological study. Lab Fee.

3

-4

BIO 190, BIO 191 or consent of the instructor.

[Department of Natural Science](#)

3 or 4

Major, Minor, Elective credit.

BIO 380 : 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.

3

BIO 190, BIO 191, ENG 101 or 290, MTH 110, or consent.

[Department of Natural Science](#)

Major, Minor, Elective credit.

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.

3

BIO 191 or its equivalent and either BIO 202 or 203.

[Department of Natural Science Education](#)

BIO 191

BIO 202

BIO 203

Major, Minor, Elective credit.

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.

4

BIO 191 or its equivalent; one of BIO 301, 310, and 312; and CHM 203.

[Department of Natural Science](#)

BIO 191

BIO 301

BIO 310

BIO 312

CHM 203

Major, Minor, Elective credit.

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.

3

BIO 310 and CHM 203.

[Department of Natural Science](#)

BIO 310

CHM 203

Major, Minor, Elective credit.

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.

4

BIO 190, One other biology major course, MTH 110 or statistics, or consent.

[Department of Natural Science](#)

Major, Minor, Elective credit.

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.

4

BIO 191 or its equivalent and either BIO 202 or 203 or consent of the instructor.

[Department of Natural Science](#)

BIO 191

BIO 202

BIO 203

Major, Minor, Elective credit.

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.

3

-4

BIO 190 or its equivalent and consent of instructor.

[Department of Natural Science](#)

BIO 190

3 or 4

Elective credit. Not accepted for major or minor credit.

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.

1

-4

BIO 190, BIO 191, or Consent

[Department of Natural Science](#)

Major, Minor, Elective credit.

**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.

1

-4

BIO 190, BIO 191 or consent
[Department of Natural Science](#)
Major, Minor, Elective credit.
Maximum of 4 credit hours
allowed for major credit.

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.

3

BIO 380 or consent of the instructor.

[Department of Natural Science](#)
BIO 380
Major credit. Research
experience

Required of all biology majors.

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.

3

BIO 190, BIO 191, senior class standing, approval by the department, and consent of the instructor.

[Department of Natural Science](#)
[Nisbet Honors Program](#)
Major credit.

**CHM 3xx or 4xx : Chemistry
Laboratory Elective (300-400
level)**

Any 300- or 400-level chemistry laboratory course.

4

[Department of Natural Science](#)
[Chemistry](#)

**CHM 107 : Introduction to
Environmental Chemistry**

This course is an introduction to chemical concepts in the environment. This course serves as a Natural Sciences GEP requirement and counts toward the Environmental Studies Major. Students cannot receive credit for both this course and CHM 190. Topics include Atmospheric Chemistry, Radiation, Climate Change, Energy Production, Water, Chemistry, Polymers and Plastics and Hazardous Chemical Pollution.

Must be taken with CHM 107L.

4

[Department of Natural Science](#)
[Chemistry](#)
GEP before 2025: Natural
Science

Converse Core: Natural
Science

**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.

3

[Department of Natural Science](#)
[Chemistry](#)
GEP Natural Science (non-laboratory), elective

**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.

3

-4

[Department of Natural Science](#)
[Chemistry](#)
GEP Natural Science (non-lab),
elective

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. All incoming first-year students are required to take a 3- or 4-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. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

4

[Department of Natural Science Chemistry](#)

Elective credit

Includes a laboratory component, may be equivalent to CHM 180, and may count towards the Biochemistry major or Chemistry major and minor.

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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 periodically.

4

[Department of Natural Science Chemistry](#)

Not accepted for major or minor credit

GEP before 2025: Natural Science

Converse Core: Natural Science

CHM 180 : General Chemistry I

This is an introductory chemistry course that explores the nature of matter, its interactions, and how they relate to our everyday lives. Topics include atomic and molecular structure, stoichiometry, chemical reactions, chemical bonding, the behavior of gases, and thermodynamics. Three hours of lecture and three hours of laboratory work are required per week. Students must also be enrolled in a section of CHM 180L.

4

High School Algebra

[Chemistry](#)

[Department of Natural Science](#)

GEP before Fall 2025: Natural Science

Converse Core: Natural Sciences (Chemistry)

CHM 181 : General Chemistry II

This is the second course in the General Chemistry sequence. Concepts of thermodynamics, equilibrium, changes, colligative properties, acid-base chemistry, and electrochemistry. Three hours of lecture and three hours of lab work are required in a section of CHM 181L. Offered every spring semester for major or minor credit.

CHM 180 with a C- or better.

[Chemistry](#)

[Department of Natural Science](#)

CHM 180

MTH 110

CHM 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix, but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

4

[Department of Natural Science Chemistry](#)

Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Science (if lab is included)

Not accepted for major or minor credit.

CHM 203 : ORGANIC CHEMISTRY I

This is the third 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 Fall Term

4

CHM 181 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 181

major, minor, elective credit

CHM 204 : ORGANIC CHEMISTRY II

This is the fourth 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 Spring Term.

4

CHM 203 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 203

major, minor, elective

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.

3

Department of Natural Science Chemistry

Nisbet Honors Program

GEP Natural Science; elective

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, ¹H NMR, ¹³C NMR, UV-Vis spectroscopy, and mass spectrometry will be used to solve the structures of various organic compounds.

Major Elective.

3

Prerequisite: CHM 203, with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 203

CHM 307 : JUNIOR SEMINAR

As the first of two capstone courses for chemistry and biochemistry majors, this course provides students with the opportunity to a) delve deeply into a current area of chemical or biochemical research, b) write a formal proposal for their own independent research project, c) carry out that research project, and d) communicate the results of their research via a formal oral presentations. Course is completed in the student's junior year. Offered every Spring Term. Major Credit.

2

Department of Natural Science Chemistry

Requirement for chemistry and biochemistry majors. major credit

CHM 310 : INORGANIC CHEMISTRY

The course will study 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 periodically for the major, minor, or elective credit.

4

CHM 203 with a grade of C- or higher; MTH 110 or equivalent; 204 recommended

Department of Natural Science Chemistry

CHM 203

MTH 110

major, minor, elective

Required for major and minor;

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 for major or minor elective credit.

4

CHM 390 with a grade of C- or higher

Department of Natural Science Chemistry

CHM 390

major, minor elective

CHM 315 : PHYSICAL CHEMISTRY I

This is one course of a two-part physical chemistry sequence that studies the underlying physical concepts important to chemistry. This course goes in-depth to study the mathematical relationships and physical interpretations of those relationships. Topics include the properties of gasses, thermodynamics, and chemical kinetics. Lecture and laboratory format. Offered alternate Spring Terms.

4

CHM 204; PHY 241-242 or 251-252; MTH 120 and 210 with a grade of C- or higher in each prerequisite;

PHY 242/252 and MTH 210 may be taken concurrently as corequisites.

Department of Natural Science Chemistry

major, elective

Required for the major.

CHM 316 : PHYSICAL CHEMISTRY II

This is one course of a two-part physical chemistry sequence that studies the underlying physical concepts important to chemistry. 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 periodically for major or minor elective credit.

4

CHM 204; PHY 241-242 or 251-252; MTH 120 and 210 with a grade of C- or higher in each prerequisite.

While not a formal requirement, it is strongly recommended that students complete MTH 220 before taking CHM 316.

Department of Natural Science Chemistry

PHY 241

PHY 242

MTH 120

MTH 210

CHM 204

Required for BS chemistry majors; Elective for BA chemistry majors.

CHM 390 : ANALYTICAL CHEMISTRY

This course will involve the quantitative analysis of chemical phenomena via chemical analyses, instrumental analyses, statistical analyses, and the interpretation of the resulting measurements. Offered alternate Fall Terms starting Fall 2028.

*Course replaces CHM 251 and CHM 410 as of Fall 2024.

5

CHM 181 with a C- or higher.

Additional chemistry lab experience recommended but not required.

Department of Natural Science Chemistry

CHM 181

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.

3

CHM 204 with a grade of C- or higher

Department of Natural Science Chemistry

CHM 204

Elective credit for chemistry majors

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.

1

-4

Department of Natural Science Chemistry

Elective credit for chemistry majors.

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.

2

GEP Capstone; GEP writing intensive; major

Department of Natural Science Chemistry

CHM 307

Requirement for all chemistry and biochemistry majors.

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.

4

CHM 204 with a grade of C- or higher or instructor approval.

Department of Natural Science Chemistry

CHM 204

Required for BS chemistry and BS biochemistry majors; Elective credit for BA chemistry majors.

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

4

CHM 415 with a grade of C- or higher

Department of Natural Science Chemistry

CHM 415

Required for BS biochemistry majors; Elective credit for BA and BS chemistry majors.

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.

1

-3

CHM 204 and instructor approval.

Department of Natural Science Chemistry

CHM 204

Elective credit for chemistry majors.

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.

1

-3

Department of Natural Science Chemistry

Elective credit for chemistry majors. Pre-approval by a faculty member required.

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.

3

CHM204, senior class standing, approval by the department, and consent of the instructor.

Department of Natural Science Chemistry

Nisbet Honors Program

CHM 204

Major credit.

ENV 101 : INTRODUCTION TO ENVIRONMENTAL SCIENCE

An introduction to the environment as it relates to humans. This interdisciplinary course explores the way that humans impact and are impacted by their natural environment. Students may not earn credit for both ENV 101 and ENV 102.

4

Department of Natural Science Minor, Elective Credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

ENV 102 : INTRODUCTION TO ENVIRONMENTAL SCIENCE

An introduction to the environment as it relates to humans. This interdisciplinary course explores the way that humans impact and are impacted by their natural environment. Students may not receive credit for both ENV 101 and ENV 102. Non-lab science course.

3

Department of Natural Science
GEP Before 2025: Natural Science (non-lab), Minor, Elective credit.

Converse Core: Does not satisfy natural science requirement without a lab

ENV 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

-4

Department of Natural Science
3 or 4
GEP before 2025: Natural Science

Converse Core: Natural Sciences

ENV 150 : SPECIAL TOPICS

Selected topics in introductory level environmental science. Four-hour courses will have a laboratory component. Some offerings may be eligible for minor credit. Lab Fee for those offerings that have a laboratory component.

3

-4

Department of Natural Science
3 or 4
GEP, Elective Credit.

ENV 180 : ENVIRONMENTAL STUDIES PRACTICUM I

Through this practicum, students will receive hands-on work related to environmental concerns. Students interested in this course should discuss possible venues for work prior to registration. Students should work 30 hours. Graded pass/fail.

1

Department of Natural Science
Major, Elective

ENV 280 : ENVIRONMENTAL STUDIES PRACTICUM II

Through this practicum, students will receive hands-on work related to environmental concerns. Students interested in this course should discuss possible venues for work prior to registration. Students should work 30 hours. Graded pass/fail.

1

Department of Natural Science
ENV 180
ENV 101
ENV 101 or ENV 102
Major, Elective

ENV 380 : ENVIRONMENTAL STUDIES PRACTICUM III

Through this practicum, students will receive hands-on work related to environmental concerns. Students interested in this course should discuss possible venues for work prior to registration. Students should work 30 hours. Graded pass/fail.

1

ENV 280 and SOPHOMORE CLASS STANDING OR HIGHER
Department of Natural Science
ENV 280
Major, Elective

ENV 480 : ENVIRONMENTAL STUDIES INTERNSHIP

This course affords students practical work experience in Environmental Studies. Students must meet with the internship director prior to the semester to plan specific activities and requirements. Students must work for a total of 120 hours to earn 3 credits for the internship. At the end of the semester, students must turn in a journal documenting their internship experiences and give a 15-minute presentation on that experience to students and professors in the program.

3

ENV 101 or 102

ENG 101

Senior Class Standing
Department of Natural Science
Major, Elective

GLG 100 : INTRODUCTION TO GEOLOGY

Not accepted for major or minor credit. A laboratory course emphasizing the theories of geology, the techniques of rock, mineral and fossil identification and classification, their habits and uses and local geology. Lecture and laboratory format. Lab Fee. Offered during the January Term.

4

Department of Natural Science
GEP before 2025: Natural Science

Converse Core: Natural Sciences

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.

3

-4

None.

Department of Natural Science
GEP.

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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number.

Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Department of Natural Science
GEP Natural Science (non-lab)

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.

4

Department of Natural Science
Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

PHY 150 : Special Topics

Selected topics in introductory-level physics.

3

Department of Natural Science
GEP before Fall 2025:
Determined by specific offering

Converse Core:
Determined by specific offering

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.

4

Department of Natural Science
GEP credit.

PHY 160 : BASIC PHYSICS OF ELECTRONICS

A course that explores how the basic concepts of physics apply to electronic devices. This course includes lectures on the function and operation of electronic devices, with concentrations on electric charge and electrostatic force; materials structures and their electronic properties; electromagnetics; and circuit elements. Designed for non-science majors with limited background in mathematics. Lectures and labs. Lab fee

4

Department of Natural Science
Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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.

4

Department of Natural Science
GEP before 2025: GEP natural science (lab); GEP quantitative; elective

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.

4

PHY 241.

Department of Natural Science
PHY 241

GEP natural science (lab); GEP quantitative; physics minor, elective

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
4

MTH 120.

Department of Natural Science
MTH 120.

GEP Before 2025: Natural Science, Quantitative

Minor, Elective credit.

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.

4

MTH 120.

Department of Natural Science
Minor, Elective credit.

PHY 280 : SPECIAL PROBLEMS

Study in the area of a student's special interest. Offered on demand. Quantitative GEP requirement depending on topic.

1

-3

Department of Natural Science

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.

Department of Natural Science
Nisbet Honors Program

GEP, Elective credit.

PHY 310 : LABORATORY IN MODERN PHYSICS

An advanced laboratory taken in conjunction with PHY 331 and 332. Offered on demand. Quantitative GEP requirement.

1

Department of Natural Science
Minor credit.

PHY 331 : MODERN PHYSICS I

A study of relativity and quantum theory with applications in atomic physics. Offered on demand.

Quantitative GEP requirement.

3

PHY 242 or 252, MTH

Department of Natural Science
Minor credit.

PHY 332 : MODERN PHYSICS II

A study of nuclear structure and interaction. Lectures and laboratory. Lab fee. Offered on demand. Quantitative GEP requirement.

3

PHY 331, MTH 120.

Department of Natural Science
Minor credit.

PHY 404 : SPECIAL TOPICS IN PHYSICS

Selected topics in the study of advanced or applied physics at a level appropriate for junior-senior students.

Elective credit.

3

-4

Prerequisite PHY 242, its equivalent, or permission of the instructor.

Department of Natural Science
PHY 242

PHY 411 : SEMINAR

A study of various topics in physics. Offered on demand. Quantitative GEP requirement

1

PHY 242 or 252.

Department of Natural Science
Minor credit.

PHY 412 : SEMINAR

A study of various topics in physics. Offered on demand. Quantitative GEP requirement

1

PHY 242 or 252.

Department of Natural Science
Minor credit.

PHY 431 : ANALYTICAL MECHANICS

Study of statics and dynamics of particles and rigid bodies. Harmonic oscillations. Offered on demand. Quantitative GEP requirement.

3

PHY 242 or 252, MTH 120.

Department of Natural Science
Minor credit.

Chemistry

CHM 3xx or 4xx : Chemistry Laboratory Elective (300-400 level)

Any 300- or 400-level chemistry laboratory course.

4

Department of Natural Science Chemistry

CHM 107 : Introduction to Environmental Chemistry

This course is an introduction to chemical concepts in the environment. This course serves as a Natural Sciences GEP requirement and counts toward the Environmental Studies Major. Students cannot receive credit for both this course and CHM 190. Topics include Atmospheric Chemistry, Radiation, Climate Change, Energy Production, Water, Chemistry, Polymers and Plastics and Hazardous Chemical Pollution.

Must be taken with CHM 107L.

4

Department of Natural Science Chemistry

GEP before 2025: Natural Science

Converse Core: Natural Science

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.

3

Department of Natural Science Chemistry

GEP Natural Science (non-laboratory), elective

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.

3

-4

Department of Natural Science Chemistry

GEP Natural Science (non-lab), elective

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. All incoming first-year students are required to take a 3- or 4-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. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

4

Department of Natural Science Chemistry

Elective credit

Includes a laboratory component, may be equivalent to CHM 180, and may count towards the Biochemistry major or Chemistry major and minor.

GEP before 2025: Natural Science

Converse Core: Natural Sciences

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 periodically.

4

Department of Natural Science Chemistry

Not accepted for major or minor credit

GEP before 2025: Natural Science

Converse Core: Natural Science

CHM 180 : General Chemistry I

This is an introductory chemistry course that explores the nature of matter, its properties, and the changes it undergoes. Topics include atomic and molecular structure, stoichiometry, chemical reactions, chemical bonding, the behavior of gases, and thermodynamics. Three hours of lecture and three hours of laboratory work are required per week. Students must also be enrolled in a section of CHM 180L.

4

High School Algebra Chemistry

Department of Natural Science

GEP before Fall 2025: Natural Science

Converse Core: Natural Sciences (Chemistry)

CHM 181 : General Chemistry II

This is the second course in the General Chemistry sequence. It introduces the concepts of thermodynamics, equilibrium, acid-base chemistry, colligative properties, acid-base chemistry, and electrochemistry. Three hours of lecture and three hours of lab work are required per week. Offered every spring semester for major or minor credit.

4

CHM 180 with a C- or better.

Chemistry

Department of Natural Science

CHM 180

MTH 110

CHM 199H : FRESHMAN HONORS 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- or 4-credit hour FYS course in the fall semester, one that explores the nature of the discipline specific topics. Each FYS carries the corresponding chemical prefix, but with a common course number. Each FYS carries the corresponding departmental prefix, but with a common course number.

Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

4

Department of Natural Science Chemistry

Elective credit

Elective credit

Department of Natural Science Chemistry

Elective credit

GEP before 2025: Natural Science

Converse Core: Natural Science (if lab is included)

Not accepted for major or minor credit.

CHM 203 : ORGANIC CHEMISTRY I

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 connection between structure and reactivity. Lecture and laboratory format. Lab fee.

Offered every Fall Term

4

CHM 181 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 181

major, minor, elective credit

CHM 181 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 181

major, minor, elective credit

CHM 203 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 203

major, minor, elective credit

CHM 203 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 203

major, minor, elective credit

CHM 203 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 203

major, minor, elective credit

CHM 203 with a grade of C- or higher.

Department of Natural Science Chemistry

CHM 203

major, minor, elective credit

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.

3

Department of Natural Science Chemistry
Nisbet Honors Program
GEP Natural Science; elective

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, ¹H NMR, ¹³C NMR, UV-Vis spectroscopy, and mass spectrometry will be used to solve the structures of various organic compounds.

Major Elective.

3

Prerequisite: CHM 203, with a grade of C- or higher.

Department of Natural Science Chemistry
CHM 203

CHM 307 : JUNIOR SEMINAR

As the first of two capstone courses for chemistry and biochemistry majors, this course provides students with the opportunity to a) delve deeply into a current area of chemical or biochemical research, b) write a formal proposal for their own independent research project, c) carry out that research project, and d) communicate the results of their research via a formal oral presentations. Course is completed in the student's junior year. Offered every Spring Term. Major Credit.

2

Department of Natural Science Chemistry

Requirement for chemistry and biochemistry majors.
major credit

CHM 310 : INORGANIC CHEMISTRY

The course will study 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 periodically for the major, minor, or elective credit.

4

CHM 203 with a grade of C- or higher; MTH 110 or equivalent; 204 recommended

Department of Natural Science Chemistry

CHM 203

MTH 110

major, minor, elective

Required for major and minor;

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 for major or minor elective credit.

4

CHM 390 with a grade of C- or higher

Department of Natural Science Chemistry

CHM 390

major, minor elective

CHM 315 : PHYSICAL CHEMISTRY I

This is one course of a two-part physical chemistry sequence that studies the underlying physical concepts important to chemistry. This course goes in-depth to study the mathematical relationships and physical interpretations of those relationships. Topics include the properties of gasses, thermodynamics, and chemical kinetics. Lecture and laboratory format. Offered alternate Spring Terms.

4

CHM 204; PHY 241-242 or 251-252; MTH 120 and 210 with a grade of C- or higher in each prerequisite;

PHY 242/252 and MTH 210 may be taken concurrently as corequisites.

Department of Natural Science Chemistry

major, elective

Required for the major.

CHM 316 : PHYSICAL CHEMISTRY II

This is one course of a two-part physical chemistry sequence that studies the underlying physical concepts important to chemistry. 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 periodically for major or minor elective credit.

4

CHM 204; PHY 241-242 or 251-252; MTH 120 and 210 with a grade of C- or higher in each prerequisite.

While not a formal requirement, it is strongly recommended that students complete MTH 220 before taking CHM 316.

[Department of Natural Science Chemistry](#)

PHY 241

PHY 242

MTH 120

MTH 210

CHM 204

Required for BS chemistry majors; Elective for BA chemistry majors.

CHM 390 : ANALYTICAL CHEMISTRY

This course will involve the quantitative analysis of chemical phenomena via chemical analyses, instrumental analyses, statistical analyses, and the interpretation of the resulting measurements. Offered alternate Fall Terms starting Fall 2028.

*Course replaces CHM 251 and CHM 410 as of Fall 2024.

5

CHM 181 with a C- or higher. Additional chemistry lab experience recommended but not required.

[Department of Natural Science Chemistry](#)

CHM 181

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.

3

CHM 204 with a grade of C- or higher

[Department of Natural Science Chemistry](#)

CHM 204

Elective credit for chemistry majors

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.

1

-4

[Department of Natural Science Chemistry](#)

Elective credit for chemistry majors.

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.

2

GEP Capstone; GEP writing intensive; major

[Department of Natural Science Chemistry](#)

CHM 307

Requirement for all chemistry and biochemistry majors.

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.

4

CHM 204 with a grade of C- or higher or instructor approval.

[Department of Natural Science Chemistry](#)

CHM 204

Required for BS chemistry and BS biochemistry majors; Elective credit for BA chemistry majors.

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

4

CHM 415 with a grade of C- or higher

[Department of Natural Science Chemistry](#)

CHM 415

Required for BS biochemistry majors; Elective credit for BA and BS chemistry majors.

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.

1

-3

CHM 204 and instructor approval.

[Department of Natural Science Chemistry](#)

CHM 204

Elective credit for chemistry majors.

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.

1

-3

[Department of Natural Science Chemistry](#)

Elective credit for chemistry majors. Pre-approval by a faculty member required.

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.

3

CHM204, senior class standing, approval by the department, and consent of the instructor.

[Department of Natural Science Chemistry](#)

[Nisbet Honors Program](#)

CHM 204

Major credit.

History

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.

3

[History](#)

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

[History](#)

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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. Students may count only two of the three 100-level courses on a history major or minor.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities, Writing Intensive. Non-European/non Anglophone

Converse Core: Humanities and Community & Global Responsibility

HST 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Textual Analysis and Humanities

HST 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

History

Minor credit

GEP before 2025: Humanities, Honors

Converse Core: Textual Analysis and Humanities

HST 201 : AMERICAN HISTORY

A survey of US History from colonial times to the present. HST 201 deals with the period before 1877. The department accepts AP credit. AP credits do not count toward minimum hours for a major or minor.

3

History

3 or 6

Major, Minor, Elective credit

GEP before 2025: Humanities, Writing Intensive. Non-European/non Anglophone

Converse Core: Humanities and Writing

HST 202 : AMERICAN HISTORY

A survey of US History from colonial times to the present. HST 202 deals with the period after 1877. The department accepts AP credit. AP credits do not count toward minimum hours for a major or minor.

3

[History](#)

3 or 6

Major, Minor, Elective credit

GEP before 2025: Humanities, Writing Intensive

Converse Core: Textual Analysis and Humanities

HST 259 : American History and Film

A study American history and film and/or television.

3

[History](#)

Major, Minor, Elective

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

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.

3

[History](#)

Major, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

4

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

[History](#)

[Nisbet Honors Program](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

HST 306 : AFRICAN-AMERICAN HISTORY

A survey of African-American history from colonial times to the present.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Culture & Diversity

HST 307 : TOPICS IN 19th CENTURY AMERICA

A study of 19th century American history. Special topics vary.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Writing intensive, Humanities

Converse Core: Textual Analysis and Humanities

HST 318 : ENGLISH HISTORY, 1450-1714

From the late Medieval era through the end of the Stuart Dynasty.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Writing

HST 319 : ENGLISH HISTORY SINCE 1714

A survey of the history of England from the beginning of the Hanoverian Dynasty to the present.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Writing Intensive, Humanities

Converse Core: Textual Analysis and Humanities

HST 330T : 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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

HST 351 : RENAISSANCE AND REFORMATION

A survey of European history from 1350 to 1648. Offered on demand.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Textual Analysis and Humanities

HST 352 : THE AGE OF THE ENLIGHTENMENT

A survey of European history from 1648 to 1789. Offered on demand.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Textual Analysis and Humanities

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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Writing

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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Community & Global Responsibility

HST 364 : MODERN GERMAN HISTORY

Political, social and cultural history from Germany 1815 to the present.

3

[History](#)

[German Studies](#)

Major, Minor, Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

HST 366 : BRITISH EMPIRE AND COMMONWEALTH

A history of the British Empire in America, Asia, Africa and Australia/New Zealand.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities, Also qualifies as non- Western/ World history. Non-European/ non-Anglophone.

Converse Core: Humanities and Culture & Diversity

HST 370 : TOPICS IN ENVIRONMENTAL HISTORY

Special topics in Environmental History.

3

[History](#)

Major

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities. Also qualifies as non- Western major and Non-European/non-Anglophone. Writing Intensive.

Converse Core: Humanities and Community & Global Responsibility

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.

3

[History](#)

[Women's Studies](#)

Major, Minor, Elective, CCW credit

GEP before 2025: Humanities, Writing Intensive, Non-European/non-Anglophone, Women's Studies

Converse Core: Humanities and Culture & Diversity

HST 408 : THE COLONIAL ERA

A study of the founding and development of America.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Writing Intensive, Humanities

Converse Core: Textual Analysis and Humanities

HST 409 : 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.

3

[History](#)

[Politics](#)

Major, Minor, Elective

GEP before 2025: Humanities, Writing Intensive, Non-European/non-Anglophone

Converse Core: Humanities and Community & Global Responsibility

HST 412 : THE NEW NATION, 1783-1840

A study of the US from the end of the Revolution through the Jacksonian Era.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities, Writing Intensive

Converse Core: Humanities

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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

[History](#)

Major, Minor, Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Textual Analysis and Humanities

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.

3

History

Major, Minor, Elective

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Writing

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Writing Intensive, Humanities

Converse Core: Textual Analysis and Humanities

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Culture & Diversity

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.

3

History

GEP before 2025: Humanities, Writing Intensive. Non-European/non-Anglophone

Converse Core: Humanities

HST 459 : Timeless: American History and Film

A study American history and film and/or television.

3

History

Major, Minor, Elective

GEP before 2025: Writing intensive and Humanities

Converse Core: Writing and Humanities

HST 459 : AMERICAN HISTORY AND FILM

A study of American history and film and/or television.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities, Writing Intensive

Converse Core: Humanities and Writing

HST 460 : PUBLIC HISTORY

A survey of best practices in public history, both as a career and field of study. Travel fees may apply.

3

History

Major, Minor, Elective

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities, Writing Intensive, Non-European/non-Anglophone

Converse Core: Humanities and Community & Global Responsibility

HST 473 : IMPERIALISM AND FILM

This course is a seminar that uses epic films to open up discussion of the history of modern imperialism. Watching a mixture of Hollywood and foreign films, students will read about imperialism and analyze both colonies and colonizers in light of their screen depictions. Topics may include methods of colonization, the role of technology in imperialism, the roles of women in colonies, and/or indigenous cooperation and resistance.

3

History

GEP before 2025: Writing intensive, Humanities, Non-Western/Non-Anglophone North America

Converse Core: Textual Analysis and Humanities

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities, Non-European/non-Anglophone

Converse Core: Humanities and Culture & Diversity

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities, Non-European/non-Anglophone

Converse Core: Humanities and Culture & Diversity

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 the major to enroll in this course.

Capstone.

3

History

Major credit

HST 490 : DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS

An independent course of study on selected topics. Offered on demand.

3

Permission of instructor.

History

Major credit.

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.

3

History

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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. Permission of the department.

History

3 or 6

Elective credit.

Philosophy

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities, Quantitative

Converse Core: Humanities and Quantitative & Mathematical Reasoning

PHI 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities and Community/Global Responsibility

PHI 150T : PHILOSOPHY STUDY TRAVEL

A study of selected topics in philosophy utilizing the unique opportunities of a study-travel experience. Past destinations have included Greece, Italy, Turkey, Spain, France, Germany, Austria, the Netherlands, Hungary, Romania, and the Czech Republic. May satisfy one of the history of philosophy requirements for the major depending on topic.

3

Philosophy

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Philosophy

Nisbet Honors Program

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 200 : ETHICAL THEORY

This course involves the careful study of the major philosophical texts of various historical and contemporary normative frameworks, including virtue traditions, role-based ethics, utilitarian models, the ethics of duty, the nature of justice, the social contract, and the ethics of care.

3

Philosophy

Major, Minor, Elective credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Community & Global Responsibility

PHI 201 : CONTEMPORARY MORAL ISSUES

This course explores the ethical dimensions of some of the more vital and vexing problems and issues encountered in modern society. These problems—faced by nearly everyone at one time or another (and in one form or another) in their lives—will be examined through the lens of philosophical reasoning and analysis.

3

Philosophy

Major, minor, elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

Philosophy

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

PHI 211 : Truth & Lying

This course analyzes the ethics of lying, the semantics of lying compared to other modes of deception, the metaphysics of truth, and interdisciplinary applications of theories of truth and deception as they pertain to, for example, media trustworthiness, replicability in science, gatekeeping powers with academic publishing, placebo effects and patient deception in medicine, and illusion and misdirection in art and entertainment.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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 texts.

3

Philosophy

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Textual Analysis and Humanities

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.

3

[Philosophy](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 230 : GERMAN INTELLECTUAL HISTORY

This interdisciplinary seminar (taught in English) 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.

3

[Philosophy](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 250 : EXISTENTIALISM AND THE HUMAN CONDITION

Using essays, short stories, novels, and plays from the existentialist tradition, this course explores the nature of freedom, the contours of the given, the creation and limitations of the self and individuality, the anxiety and absurdity of modern life, and the possibilities of authentic existence.

3

[Philosophy](#)

Major, minor, elective credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 265 : CHINESE PHILOSOPHY

This course (taught in English) 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.

3

[Philosophy](#)

Major, Minor, Elective credit

GEP before 2025: Humanities and non-European/non-Anglophone

Converse Core: Humanities and Culture & Diversity

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. Recent interdisciplinary offerings have included team-ups with the Religion program to examine issues related to spirituality and the meaning of life, and with the Mathematics program to explore the nature of numbers, infinity, and reality. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

3

[Philosophy](#)

[Nisbet Honors Program](#)

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

[Philosophy](#)

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities and Writing

PHI 310 : METAETHICS

What is the fundamental nature of morality? Are moral values objective and independent of us, or are they human constructs that vary from person to person or society to society? Why should we care about being moral at all in the first place? How does morality relate to science, religion, and art? This course may be used to satisfy the “values” requirement for the major.

3

Philosophy

GEP Humanities, major, minor, elective credit.

PHI 311 : FOUNDATIONS OF MORALITY

This course explores questions concerning the objectivity or subjectivity of values, the variation of moral codes across different societies, the dynamics of moral motivation and reasons to act morally, and the relationships between morality, science, religion, art, and culture.

3

Philosophy

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities and Writing Intensive

Converse Core: Humanities and Community & Global Responsibility

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.

3

Philosophy

Major, Minor, Elective credits

GEP before 2025: Humanities

Converse Core: Humanities

PHI 333 : POLITICAL PHILOSOPHY

This course will explore the philosophical underpinnings of political structures, identities, and actions. Readings from a variety of historical, philosophical, political, and economic sources will look at topics such as the nature of the liberal state, the public sphere, democracy, justice, multiculturalism, rights, liberty, and equality. The course may be retaken for credit if the content is substantially distinct, as determined by the philosophy program coordinator.

3

Philosophy

Major, minor, elective credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 340 : SPECIAL TOPICS IN PHILOSOPHY

An exploration of a particular, varying topic of philosophical interest. Recent topics offered have included: the philosophy of children; the philosophy of color; technologies of the self; mind, machines, and meaning; and crime and punishment. May be repeated for credit if the topic differs.

3

Philosophy

Major, minor, elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities and Community & Global Responsibility

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.

3

Philosophy

Major, Minor, Elective Credit

GEP before 2025: Humanities

Converse Core: Humanities and Writing

PHI 345 : PHILOSOPHY OF LANGUAGE

This course examines some of the major philosophical debates and issues pertaining to language, including: questions about the definition, purpose, and origins of language; how language relates to thoughts, truth, and meaning; the performative, ritual, normative, or metaphorical uses of language; and the possibility of translation.

3

Philosophy

Major, minor, elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

Philosophy

Major, Minor, Elective

GEP before 2025: Humanities

Converse Core: Humanities

PHI 360 : PHILOSOPHY OF EDUCATION

This course surveys a range of classical and contemporary philosophers who have developed philosophical concepts for educational programs and practices. Particular topics may include the place of morality and values within education, differing theories of learning and development, the purpose of education, and cross-cultural conceptions of education.

3

Philosophy

Major, Minor, Elective credit

GEP before 2025: Humanities

Converse Core: Humanities

PHI 390 : RECENT AND CONTEMPORARY CONTINENTAL PHILOSOPHY

This course explores the major philosophical traditions that emerged from the European Continent during the twentieth century and which continue to exert broad influence in a number of disciplines today, including: existentialism, phenomenology, hermeneutics, critical theory, structuralism, poststructuralism, postmodernism, deconstructionism, and transhumanism.

3

Philosophy

Major, minor, elective credit

GEP before 2025: Humanities

Converse Core: Humanities

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.

3

Philosophy

**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.

3

Philosophy

Major, Minor, Elective credit.

**PHI 495 : INTERNSHIP IN
PHILOSOPHY**

To consist of either (1) exposure to duties and responsibilities of academic philosophers, or (2) work with an approved external organization (e.g. hospital, hospice, art gallery, religious institution, non-profit, etc.) for which a project of philosophical aspect is undertaken. Pass/fail grading.

3

-4

permission of department.

Philosophy

3 or 6

Major, Minor, Elective credit.

**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.

3

at least 15 hours of major coursework, senior class standing, and approval by the Philosophy program coordinator and instructor.

Philosophy

Major credit.

Department of Behavioral and Social Sciences

BIO 220 : Neuroscience

An introduction to the basic and fundamental concepts in the field of neuroscience. The course introduces and provides an overview of several core neuroscience areas, including the anatomy and physiology of neurons, synaptic transmission, cellular signaling, nervous system development, plasticity, and cellular and molecular mechanisms of several nervous system functions - MB. It also involves discussions on neuropathology and research models and methods. Lecture periods may occasionally be used to complete basic hands-on/lab-like experiences or to discuss literature to promote student exploration and appreciation of neuroscience. Topics are discussed primarily in the context of vertebrates with emphasis on the human nervous system.

4

BIO 191 or Professor Approval
Department of Natural Science
Department of Behavioral and
Social Sciences

BIO 191

Elective

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.

3

Psychology

Department of Behavioral and
Social Sciences

GEP before 2025: Social
Science

Converse Core: Social
Sciences

PSY 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Psychology

Department of Behavioral and Social Sciences

GEP Credit before Fall 2025

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.

4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

Converse Core: Community & Global Responsibility

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.

1

-4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

GEP credit is possible based on the topic.

PSY 160 : Death & Dying

The aim of this course is to study both theoretical and practical approaches to death and grieving. We will consider historical and contemporary perspectives and examine differences and similarities across cultures.

3

Department of Behavioral and Social Sciences

Psychology

Major, Minor, Elective credit

PSY 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number.

Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Psychology

Department of Behavioral and Social Sciences

Nisbet Honors Program

GEP credit before Fall 2025

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

4

PSY 100 or the permission of the instructor.

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

PSY 100

Psychology Major, Minor, Elective credit.

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.

3

PSY 100.

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Major, Minor, Elective credit.

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.

3

-4

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Major, Minor, Elective credit.

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.

3

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Major, Minor, Elective credit.

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.

4

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Interfaith Studies Minor, Elective credit

GEP before 2025: GEP for Health and Wellness requirement, Activity, and Non-European/non-Anglophone

Converse Core: Culture & Diversity

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.

3

-4

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

[Nisbet Honors Program](#)

GEP, Major, Minor, Elective credit.

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.

3

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

[Women's Studies](#)

Major, Minor, Elective, CCW credit.

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.

3

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Major, Minor, Elective, CCW credit

GEP before 2025: Health and Wellness, Non-European/non-Anglophone/Women's Studies

Converse Core: Culture & Diversity

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.

4

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

PSY 100

Major, Minor, Elective credit.

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.

3

PSY100.

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Major, Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

A grade of C- or better in PSY 310.

[Psychology](#)

[Department of Behavioral and Social Sciences](#)

Major, Minor, Elective credit.

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.

3

-3

Psychology

Department of Behavioral and Social Sciences

PSY 100

Major, Minor, Elective credit.

Offered every other year,

usually in the spring semester.

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

PSY 374

Major, Minor, Elective Credit.

PSY 350 : SPECIAL TOPICS IN PSYCHOLOGY

Courses will be offered in a variety of topics within psychology depending on faculty and student interest. Previous offerings include issues in clinical practice and breath during turbulent times. May be taken more than once in different topics.

1

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Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

GEP credit possible based on topic.

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.

4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective Credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

Converse Core: Community & Global Responsibility

PSY 374 : Psychological Disorders

This course 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.

Old course number: PSY 204, formerly known as Abnormal Psychology.

3

Psychology

Department of Behavioral and Social Sciences

PSY 100

Major, Minor, Elective credit.

PSY 380 : HUMAN GROWTH AND DEVELOPMENT

The study of development and behavior throughout the lifespan. Offered Fall and Spring Terms.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

PSY 390 : Psychopharmacology

This course will survey major areas of psychopharmacology, focusing on its applications to the treatment of mental illness. The course will also review treatment of chronic pain, sleep disorders, and will cover drugs of abuse and addiction. This course will provide students with a basic understanding of the functions of the brain and how medications/drugs can influence these functions. Prerequisites: PSY 100 & PSY374, or permission of the instructor.

3

Department of Behavioral and Social Sciences

Psychology

PSY 100

PSY 374

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.

4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

PSY 100 or the permission of the instructor.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

PSY 374 or permission of the Instructor.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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

3

PSY 233, 310, and 311.

Psychology

Department of Behavioral and Social Sciences

Major credit.

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.

1

-3

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

Psychology

Department of Behavioral and Social Sciences

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.

3

A 3.0 average in the major. PSY 374, 231, 310 and 332.

Psychology

Department of Behavioral and Social Sciences

Major credit.

Child and Family Studies

CFS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

CFS Major Elective

Child and Family Studies

CFS 200 : INTRO TO CHILD AND FAMILY STUDIES

This course is a prerequisite or corequisite to all Child and Family 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 also looks at the people and agencies outside of the family. In addition, there is a concentration on the professional aspect needed in the field of Child and Family studies. The content includes ongoing current issues in the field (state and national, the multiple organizations associated with the most relevant topics, and career opportunities in the ever-changing world of children, families, and communities.

3

[Child and Family Studies](#)
CFS Major Requirement

CFS 201 : FAMILY SYSTEMS

This is a survey course of family development across the lifespan, including the study of the family as a system, family interactions, and family roles. The course will emphasize the relationship of the family and its environment. Consideration is given to the cultural diversity and heritage of families.

3

[Child and Family Studies](#)
GEP Before 2025: Social Sciences

CFS Major Requirement,
Women's Studies Minor
Elective

CFS 249 : SPECIAL TOPICS IN CHILD & FAMILY STUDIES

Each Special Topics in Child and Family Studies Course will cover a topic related to the study of Child and Family studies that is not included in the regular curriculum.

3

[Child and Family Studies](#)
GEP before 2025: Social Science

CFS Major Requirement

CFS 301 : PLAY, LEARNING, AND THE BRAIN

This undergraduate course focuses on the role of play as a medium for cognitive and social-emotional growth from infancy to adulthood. This study includes consideration of culture, social justice, and equity issues for play advocacy. Learners will explore and discuss theoretical and empirical literature on play, as well as examples of play from the real world.

3

[Child and Family Studies](#)
GEP before 2025: Social Science

CFS Major Requirement

CFS 302 : CHILD, YOUTH, AND FAMILY POLICY

This undergraduate course examines contemporary family life and the impact of government laws, policies, and programs on families over time and across contexts and cultures. It explores the intended and unintended consequences of policies for diverse families across a variety of policy matters, from anti-poverty and social welfare policies to health and environmental policies.

3

[Child and Family Studies](#)
CFS Major Requirement

CFS 303 : ADOLESCENT DEVELOPMENT

This course provides an in-depth exploration of the physical, cognitive, social, and emotional development of individuals during adolescence (approximately ages 10 to 25). Drawing on major theoretical perspectives (e.g., ecological, psychodynamic, social learning), students will examine the biological and environmental factors that influence developmental trajectories with an emphasis on the application of theory and research to real-world issues relevant to Child and Family Studies careers. Students will gain skills in evaluating developmental milestones and understanding the diverse experiences of youth in various cultural contexts.

3

[Child and Family Studies](#)
CFS Major Elective

GEP before 2025: Social Science

Converse Core: Social Science

CFS 401 : SENIOR SEMINAR

The purpose of our senior seminar course is to examine the social welfare policies, programs and services to families and children, historically known as "child welfare services." Students evaluate major issues facing children, youth and families, critically examining the assumptions, values, and philosophical perspectives underlying the social policies that shape social services.

A central theme of this course is the impact of social problems, economic inequity, and discrimination on family well-being and how these forces have affected the development of services for families and children. This course builds on the knowledge of social welfare institutions that were introduced in the Intro to Child and Family Studies course. Students research career opportunities in our field, identify and apply for internship opportunities, and present a case study of a social service program or policy. 120 Hour Internship.

3
CON 102 Pre/Co-requisite
[Child and Family Studies](#)
CON 102

GEP before 2025: Capstone;
Writing Intensive

CFS Major Requirement

CFS 403 : INTERNSHIP

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 120 hours over the course of the semester. Students will be responsible for documenting their experiences throughout the semester and reporting on their overall experience through a context paper, reflective journaling, an end-term self-analysis of the success of the project, and in the final poster. Content will vary dependent on organization where student conducts the internship.

Each student will be responsible for developing learning objectives for their specific internship site. These objectives will be submitted for approval at the beginning of the internship experience and will be visited throughout the semester with the faculty supervisor. Pass/Fail Grading.

3
[Child and Family Studies](#)
CFS Major Requirement

Health and Physical Education

BIO 255 : BASIC NUTRITION

This course studies the biology and chemistry of nutrients with special emphasis on their role in human physiology. Normal nutrition throughout the life cycle, nutrition in sports, weight management, and diseases resulting from improper nutrition will also be studied. Lecture only.

3

Or permission of the instructor
[Health and Physical Education](#)
BIO 191

Major, Minor, Elective credit

GEP before FA25: GEP Health and Wellness, Non-Lab Science

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.

1

[Health and Physical Education](#)
GEP, Elective credit.

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.

1

[Health and Physical Education](#)
GEP, Elective credit.

HPE 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Health and Physical Education
GEP before 2025: Humanities

Converse Core: Humanities

**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.

1

Health and Physical Education
GEP, Elective credit.

**HPE 134 : BEGINNING TEAM
SPORTS**

Beginning level activities are designed for the student who has little or no experience in this activity.

1

Health and Physical Education
GEP, Elective credit. HPE 134: Volleyball. Offered during Fall and/or Jan and/or Spring Term.

**HPE 140 : Swim Fundamentals and
Fitness**

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.

1

Health and Physical Education
GEP, Elective credit.

GEP before Fall 2025: Health/
Well Being

HPE 150 : FITNESS AEROBICS

Offered during Fall and/or Jan and/or Spring Term.

1

Health and Physical Education
GEP, Elective credit.

HPE 151 : FITNESS WALK/SWIM

Offered during Fall and/or Jan and/or Spring Term.

1

Health and Physical Education
GEP, Elective credit.

HPE 152 : FITNESS APPROACHES

Offered during Fall and/or Jan and/or Spring Term.

1

Health and Physical Education
GEP, Elective credit.

**HPE 153 : FITNESS
INTRODUCTION TO YOGA**

Offered during Fall and/or Jan and/or Spring Term.

1

Health and Physical Education
GEP, Elective credit.

**HPE 154 : FITNESS WEIGHT
TRAINING**

Offered during Fall and/or Jan and/or Spring Term.

1

Health and Physical Education
GEP, Elective credit.

**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.

1

Health and Physical Education
GEP, Elective credit.

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.

1

Health and Physical Education
GEP credit.

**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.

1

-4

Health and Physical Education
GEP credit.

HPE 180 : CPR, FIRST AID, AED, AND PERSONAL SAFETY

This course focuses on a study of first aid, CPR, and use of the AED, 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 available or is delayed. Upon completion of the course students may receive an American Red Cross certification.

2

Health and Physical Education
Health and Wellness Major
Elective credit.

HPE 195 : Basic Care and Prevention of Athletic Injuries

This course focuses on causes, symptoms, emergency care, treatment rehabilitation and diagnostic training for sports injuries. First Aid/CPR and AED training is recommended but not required.

Formerly Athletic Training.

3

Health and Physical Education
Elective credit.

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.

2

Health and Physical Education
GEP, Elective credit.

HPE 250 : PERSONAL TRAINING

In this personal training course students will be given the opportunity to develop their knowledge and application of exercise training as it relates to improving the health, fitness, and well being of various populations in one on one, or group fitness settings. The course includes classroom lessons which includes the study of energy systems, resistance training, conditioning, speed training for athletes, aerobic conditioning for various populations, fitness evaluations, designing training programs, legal responsibilities of a personal trainer, and the business of personal training. In addition students will receive practical experience designing, implementing, and assessing sports performance and general fitness programs for classmates.

3

Health and Physical Education
Health and Wellness Major

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.

1

HPE 154 or permission of instructor.

Health and Physical Education
GEP, Elective credit.

HPE 255 : INTRODUCTION TO FITNESS AND WELLNESS

This course is designed to give students a basic knowledge of fitness, nutritional health and general wellness principles. Topics to be discussed and examined will include but are not limited to nutrition, stress management, behavior modification, disease prevention, sexually transmitted diseases, food and the consumer, cardiovascular and cancer- risk reduction, exercise and aging and lifetime physical fitness and wellness. To aid in the discussion of physical fitness, students will also participate in a variety of daily lifetime physical activities such as aerobic, Zumba and pilates activity, core activities, relaxation, yoga, and body weight training.

Offered Fall and Spring Terms.
3

Health and Physical Education
Health and Wellness Major
Converse Core: Community & Global Responsibility

HPE 256 : CONCEPTS AND APPROACHES TO A FIT AND WELL WAY OF LIFE

This course is designed 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.

3

Health and Physical Education
Health and Wellness Major
GEP credit before 2025:
Fitness and 1 PE activity. May not take both HPE 255 and 256 for credit

Converse Core: Community & Global Responsibility

HPE 340 : PRINCIPLES OF COACHING

The primary purpose of this course is the study of the theory and principles of athletic coaching for all ages and levels, male and female. Topics such as character, objectives, and goals in coaching, discipline management, coaching communication skills, developing sound practices and a master outline, fiscal and facilities management, public relations, liability issues, coaching relationships, scouting, recruiting, an understanding of sound conditioning components, tactical strategies and different coaching styles will be analyzed. Trends and current issues in athletics will be considered with an emphasis in coaching preparation.

3

Elective

Health and Physical Education

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.

4

Health and Physical Education
Health and Wellness Major
Women's Studies

GEP before 2025: Wellness,
Humanities, and Women's
Study credit

Converse Core: Humanities and
Culture & Diversity

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.

1

-4

Health and Physical Education
Elective credit.

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.

3

Health and Physical Education
Women's Studies
CCW credit

GEP before 2025: Humanities

Converse Core: Humanities and
Culture & Diversity

HPE 362 : The Effects of Title IX on Women's Athletics

With the passage of Title IX of the Education Amendments of 1972, the number of varsity female athletes has increased from 295,000 in 1971 to currently 3.3 million and the number of collegiate female athletes has increased from 30,000 in 1971 to almost 216,000 in 2022. Due to the rise in participation by females in athletics, many issues have arisen. It is the intent of this course to address what Title IX is and what some of the issues female athletes have faced since 1972 and are currently facing. These issues include but are not limited to equal pay, equal media time, sexual abuse, the effects of the NIL, transgender participation, the struggle of female pro sports and the lack of female leadership roles. The course will be comprised of lectures, readings, video presentations, and discussions related to the topics presented in class.

3

Health and Physical Education
GEP before 2025: Humanities
and Women's Studies

Converse Core: Humanities and
Culture & Diversity

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.

3

Health and Physical Education
Health and Wellness Major
Required for elementary
majors, elective for special
education majors.

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.

Health and Physical Education
1 or 2
Elective credit.

HWS 450 : INTERNSHIP: HEALTH AND WELLNESS

The student will be engaged in an internship in a business, governmental agency, or organization that will give the student an opportunity to develop disciplinary skills and explore a variety of career options in health and wellness-related fields. This internship will be a minimum of 120 hours over the course of a semester. Pass/fail grading. Major Credit. Capstone

3

90 Hours of Completion
Health and Physical Education
Health and Wellness Major
Major, Elective Credit

HWS 480 : SENIOR SEMINAR

Each student will write a library research paper that all students will read and discuss. Students will research and evaluate a topic related to their interest in the field of health and wellness studies. Students will be able to develop new critical thinking skills, integration of information abilities, scientific writing proficiencies, increased independent thought process and sound scientific oral presentation skills.

3

Health and Physical Education
Major credit only

Psychology

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.
3

Psychology

Department of Behavioral and Social Sciences

GEP before 2025: Social Science

Converse Core: Social Sciences

PSY 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Psychology

Department of Behavioral and Social Sciences

GEP Credit before Fall 2025

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.

4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

Converse Core: Community & Global Responsibility

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.

1

-4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

GEP credit is possible based on the topic.

PSY 160 : Death & Dying

The aim of this course is to study both theoretical and practical approaches to death and grieving. We will consider historical and contemporary perspectives and examine differences and similarities across cultures.

3

Department of Behavioral and Social Sciences

Psychology

Major, Minor, Elective credit

PSY 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Psychology

Department of Behavioral and Social Sciences

Nisbet Honors Program

GEP credit before Fall 2025

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

4

PSY 100 or the permission of the instructor.

Psychology

Department of Behavioral and Social Sciences

PSY 100

Psychology Major, Minor, Elective credit.

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.

3

PSY 100.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

-4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

4

Psychology

Department of Behavioral and Social Sciences

Interfaith Studies Minor, Elective credit

GEP before 2025: GEP for Health and Wellness requirement, Activity, and Non-European/non-Anglophone

Converse Core: Culture & Diversity

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.

3

-4

Psychology

Department of Behavioral and Social Sciences

Nisbet Honors Program

GEP, Major, Minor, Elective credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

Women's Studies

Major, Minor, Elective, CCW credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective, CCW credit

GEP before 2025: Health and Wellness, Non-European/non-Anglophone/Women's Studies

Converse Core: Culture & Diversity

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.

4

Psychology

Department of Behavioral and Social Sciences

PSY 100

Major, Minor, Elective credit.

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.

3

PSY100.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

GEP before 2025: Quantitative

Converse Core: Data Literacy

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.

3

A grade of C- or better in PSY 310.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

-3

Psychology

Department of Behavioral and Social Sciences

PSY 100

Major, Minor, Elective credit.

Offered every other year,

usually in the spring semester.

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

PSY 374

Major, Minor, Elective Credit.

PSY 350 : SPECIAL TOPICS IN PSYCHOLOGY

Courses will be offered in a variety of topics within psychology depending on faculty and student interest. Previous offerings include issues in clinical practice and breath during turbulent times. May be taken more than once in different topics.

1

-4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

GEP credit possible based on topic.

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.

4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective Credit.

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.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

Converse Core: Community & Global Responsibility

PSY 374 : Psychological Disorders

This course 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.

Old course number: PSY 204, formerly known as Abnormal Psychology.

3

Psychology

Department of Behavioral and Social Sciences

PSY 100

Major, Minor, Elective credit.

PSY 380 : HUMAN GROWTH AND DEVELOPMENT

The study of development and behavior throughout the lifespan. Offered Fall and Spring Terms.

3

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

PSY 390 : Psychopharmacology

This course will survey major areas of psychopharmacology, focusing on its applications to the treatment of mental illness. The course will also review treatment of chronic pain, sleep disorders, and will cover drugs of abuse and addiction. This course will provide students with a basic understanding of the functions of the brain and how medications/drugs can influence these functions. Prerequisites: PSY 100 & PSY374, or permission of the instructor.

3

Department of Behavioral and Social Sciences

Psychology

PSY 100

PSY 374

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.

4

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

PSY 100 or the permission of the instructor.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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.

3

PSY 374 or permission of the Instructor.

Psychology

Department of Behavioral and Social Sciences

Major, Minor, Elective credit.

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

3

PSY 233, 310, and 311.

Psychology

Department of Behavioral and Social Sciences

Major credit.

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.

1

-3

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

Psychology

Department of Behavioral and Social Sciences

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.

3

A 3.0 average in the major. PSY 374, 231, 310 and 332.

Psychology

Department of Behavioral and Social Sciences

Major credit.

Health and Wellness Major

BIO 110 : MEDICAL TERMINOLOGY

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. Not accepted for Biology major or minor credit.

3

Health and Wellness Major
Elective credit.

HPE 180 : CPR, FIRST AID, AED, AND PERSONAL SAFETY

This course focuses on a study of first aid, CPR, and use of the AED, 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 available or is delayed. Upon completion of the course students may receive an American Red Cross certification.

2

Health and Physical Education
Health and Wellness Major
Elective credit.

HPE 250 : PERSONAL TRAINING

In this personal training course students will be given the opportunity to develop their knowledge and application of exercise training as it relates to improving the health, fitness, and well being of various populations in one on one, or group fitness settings. The course includes classroom lessons which includes the study of energy systems, resistance training, conditioning, speed training for athletes, aerobic conditioning for various populations, fitness evaluations, designing training programs, legal responsibilities of a personal trainer, and the business of personal training. In addition students will receive practical experience designing, implementing, and assessing sports performance and general fitness programs for classmates.

3

Health and Physical Education
Health and Wellness Major

HPE 255 : INTRODUCTION TO FITNESS AND WELLNESS

This course is designed to give students a basic knowledge of fitness, nutritional health and general wellness principles. Topics to be discussed and examined will include but are not limited to nutrition, stress management, behavior modification, disease prevention, sexually transmitted diseases, food and the consumer, cardiovascular and cancer- risk reduction, exercise and aging and lifetime physical fitness and wellness. To aid in the discussion of physical fitness, students will also participate in a variety of daily lifetime physical activities such as aerobic, Zumba and pilates activity, core activities, relaxation, yoga, and body weight training.

Offered Fall and Spring Terms.

3

Health and Physical Education
Health and Wellness Major
Converse Core: Community & Global Responsibility

HPE 256 : CONCEPTS AND APPROACHES TO A FIT AND WELL WAY OF LIFE

This course is designed 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.

3

Health and Physical Education
Health and Wellness Major
GEP credit before 2025:
Fitness and 1 PE activity. May not take both HPE 255 and 256 for credit

Converse Core: Community & Global Responsibility

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.

4

Health and Physical Education
Health and Wellness Major
Women's Studies

GEP before 2025: Wellness, Humanities, and Women's Study credit

Converse Core: Humanities and Culture & Diversity

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.

3

Health and Physical Education
Health and Wellness Major
Required for elementary majors, elective for special education majors.

HWS 450 : INTERNSHIP: HEALTH AND WELLNESS

The student will be engaged in an internship in a business, governmental agency, or organization that will give the student an opportunity to develop disciplinary skills and explore a variety of career options in health and wellness-related fields. This internship will be a minimum of 120 hours over the course of a semester. Pass/fail grading. Major Credit. Capstone

3

90 Hours of Completion
Health and Physical Education
Health and Wellness Major
Major, Elective Credit

Politics

HST 409 : 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.

3

History

Politics

Major, Minor, Elective

GEP before 2025: Humanities, Writing Intensive, Non-European/non-Anglophone

Converse Core: Humanities and Community & Global Responsibility

POL 101 : INTRODUCTION TO AMERICAN GOVERNMENT

A survey of policy-making, institutions and controversial issues in American National Government. Offered annually. The department accepts AP credit. AP hours do not count toward the minimum hours for a major or minor.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences and Community & Global Responsibility

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences and Community & Global Responsibility

POL 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.
3

[Politics](#)

GEP before 2025: Social Science

Converse Core: Social Sciences

POL 202 : Introduction to Political Science

An introduction to the discipline of Politics including theoretical perspectives and the various fields within the discipline
3

[School of Liberal Arts and Sciences](#)

[Politics](#)

GEP before Fall 2025: Social Science

Converse Core: Social Sciences

POL 220 : SPECIAL TOPICS IN POLITICS

Special topics in politics at the introductory level.
3

[Politics](#)

Major Minor credit

GEP before 2025: Social Science

Converse Core: Social Sciences

POL 223 : WOMEN & POLITICS

A study of the role of Women in American Politics. This course considers the historical context of women and major political movements to consider the evolution and impact of women in politics in the current U.S. context. This course engages with a variety of topics involving women in politics including public opinion, representation, and political institutions.
3

[Politics](#)

[Women's Studies](#)

Major, Minor, CCW, Elective Credit

GEP before 2025: Social Science, Women's Studies

Converse Core: Social Sciences and Culture & Diversity

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.
3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.
3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.
3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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 or Spring. Can be cross-listed with ECN/BAD 300.
4

[Politics](#)

Major, Elective credit

GEP before 2025: Social Science and Quantitative

Converse Core: Social Sciences and Data Literacy

POL 308 : Special Topics Politics

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.

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive

Converse Core: Social Sciences and Writing

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.

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive

Converse Core: Social Sciences

POL 311 : THE AMERICAN PRESIDENCY

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

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive

Converse Core: Social Sciences

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.

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

POL 316 : AMERICAN POLITICAL THOUGHT

A survey of the ideas and movements shaping the American political tradition. Offered alternate years.

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

POL 332 : PUBLIC OPINION

A study of the American public and the opinions they hold about politics and government. The course will focus on measurement of public opinion, how opinions form, and how these opinions impact political behavior.

3

[Politics](#)

Major, Minor, Elective Credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences and Writing

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.

3

POL 101.

[Politics](#)

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences and Community & Global Responsibility

POL 370 : TOPICS IN ENVIRONMENTAL POLITICS

Special topics in various aspects of environmental politics.

3

Politics

Minor, Major, Elective

GEP before 2025: Social Science

Converse Core: Social Sciences

GEP before 2025: Social Science and Community & Global Responsibility

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive, Non- European/non-Anglophone

Converse Core: Social Sciences and Culture & Diversity

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.

3

Politics

Women's Studies

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive, Non- European/non-Anglophone, Humanities

Converse Core: Humanities and Culture & Diversity

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science, Non- European/non-Anglophone

Converse Core: Social Sciences and Community & Global Responsibility

POL 409 : 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.

3

Politics

Major, Minor, Elective

GEP before 2025: Social Science, Writing Intensive, Non- European/non-Anglophone

Converse Core: Social Sciences and Writing

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive

Converse Core: Social Sciences and Writing

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science

Converse Core: Social Sciences and Community & Global Responsibility

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.

3

Politics

Major, Minor, Elective credit.

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive, Non-European/non-Anglophone

Converse Core: Social Sciences and Culture & Diversity

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive, Non-European/non-Anglophone

Converse Core: Social Sciences

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.

3

Politics

Major, Minor, Elective credit

GEP before 2025: Social Science, Writing Intensive, Non-European/non-Anglophone

Converse Core: Community & Global Responsibility and Culture & Diversity

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 the major to enroll in this course.

3

Politics

Major credit.

**POL 490 : DIRECTED
INDEPENDENT STUDY IN
SPECIAL TOPICS**

An independent course of study on selected topics. Offered on demand.

3

-4

Permission of instructor.

Politics

**POL 491 : MODEL UNITED
NATIONS**

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

Politics

1 or 2

Elective credit.

POL 492 : MODEL ARAB LEAGUE

Preparation for and participation in Model Arab League by members of the Converse delegation. Offered annually during Fall or Spring Term. 1, 2, or 3 credits.

1

-3

Politics

Elective credit.

POL 493 : MODEL NATO

Preparation for and participation in Model NATO by members of the Converse delegation.

1

Politics

1 or 2

Elective credit.

**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.

3

-6

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.

Politics

3 or 6

Elective credit.

**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. Pass/fail grading.

3

-6

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.

Politics

3 or 6

Elective credit.

**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. Pass/fail grading.

3

-6

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.

Politics

3 or 6

Elective credit.

**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. Pass/fail grading.

3

-6

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.

Politics

3 or 6

Elective credit.

Department of Art, Design, and Letters

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.

3

-4

[Department of Art, Design, and Letters](#)

Elective Credit

GEP before 2025: Fine Arts

Converse Core: Textual
Analysis and Arts

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.

3

-4

[Department of Art, Design, and Letters](#)

GEP, Elective credit. Online,
On-campus, Hybrid.

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.

3

[Department of Art, Design, and Letters](#)

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.

3

[Department of Art, Design, and Letters](#)

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.

3

[Department of Art, Design, and Letters](#)

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.

3

ART 111 and 113.

[Department of Art, Design, and Letters](#)

Major, Minor, Elective credit.

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.

3

[Department of Art, Design, and Letters](#)

Major, Minor, Elective credit.

ART 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

May not count as a fine arts GEP requirement if the course is Art 125: 2D Design or Art 125: 3D Design.

3

Department of Art, Design, and Letters

GEP before 2025: Fine Arts (unless 2D or 3D)

Converse Core: This will depend on the topic. 2D and 3D will not count towards the core.

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.

3

ART 111, ART 113.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 112 or permission of the instructor.

Department of Art, Design, and Letters

Major, Elective credit.

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.

3

Department of Art, Design, and Letters

Elective credit.

ART 140 : PHOTOGRAPHY 1

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.

3

Prerequisite: ART 111 and/or permission of the instructor.

Department of Art, Design, and Letters

ART 111

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.

3

ART 112 or permission of instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 111 and 113 or permission of instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

ART 199H : FRESHMAN HONORS 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Department of Art, Design, and Letters

GEP, Elective credit.

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.

3

Department of Art, Design, and Letters

Major, Minor, Elective credit

GEP before 2025: Fine Arts and Non-European and non-Anglophone

Converse Core: Arts and Culture & Diversity

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.

3

Department of Art, Design, and Letters

Major, Minor, Elective credit.

Required for all art majors.

Prerequisite for all art history courses.

GEP before 2025: Fine Arts

Converse Core: Textual Analysis and Arts

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.

3

Department of Art, Design, and Letters

Major, Minor, Elective credit.

Required for all art majors.

Prerequisite for all art history courses.

GEP before 2025: Fine Arts

Converse Core: Textual Analysis and Arts

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.

3

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 113.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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 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.*

4

Department of Art, Design, and Letters

3 or 4

Elective credit. Hybrid and/or Field Study

GEP before 2025: Fine Arts

Converse Core: Arts

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.

3

ART 120.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 124 or permission of the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 126, ART 213 or permission of the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 130.

[Department of Art, Design, and Letters](#)

Major, Minor, Elective credit.

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.

3

ART 140.

[Department of Art, Design, and Letters](#)

Major, Minor, Elective credit.

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.

3

ART 140.

[Department of Art, Design, and Letters](#)

Major, Minor, Elective credit.

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.

3

Prerequisite: ART 111 and/or permission of the instructor.

[Department of Art, Design, and Letters](#)

ART 111

ART 250 : SCULPTURE II

This course provides students with studio opportunities in advanced research and technology methodologies, personal content and public art. Lab fee.

3

[Department of Art, Design, and Letters](#)

ART 150

Major, Minor, Elective credit.

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.

3

ART 170.

[Department of Art, Design, and Letters](#)

Major, Minor, Elective credit.

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.

3

-4

[Department of Art, Design, and Letters](#)

3 or 4

Major, Minor, Elective

GEP before 2025: GEP categories will vary based on the topic

Converse Core: Converse Core categories will vary based on the topic

ART 291 : SPECIAL TOPICS IN ART THERAPY

This is a combination lecture and discussion course that will center around a selected topic in art therapy. Since the content will vary, this course may be taken more than once for credit. Offered periodically. Lab fee

3

-4

Department of Art, Design, and Letters

3 or 4

GEP Social Science, Elective credit.

ART 291H : CULTURAL NARRATIVES AND YOU

Explore the cultural identity development of women through a macro lens. Delve into its interdisciplinary construction, including beauty, the heroin's/hero's journey, social justice movements, tattoos, the arts, and a narrative of place. Lab fee

3

Department of Art, Design, and Letters

3 or 4

GEP, Elective credit.

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.

3

Department of Art, Design, and Letters

GEP, Major, Elective credit.

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.

3

Department of Art, Design, and Letters

Major credit. On-campus and Field Study. Prerequisites: EDU 360. Corequisites ART 300, EDU 360.

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.

1

EDU 360.

Department of Art, Design, and Letters

ART 300, EDU 360.

Major Credit.

ART 305 : NINETEENTH CENTURY ART

Covering a period of immense political, social, and technological transformation, this course surveys major art movements in Europe and the United States from the late-18th to the beginning of the 20th century. Topics include the French Revolution, the international Romantic movement, the rise of landscape painting, the advent and impact of early photography, and the intellectual underpinnings of modernism. The focus of the course will alternate between broad artistic developments and case-studies of individual artists/artwork, introducing students to a range of art-historical methodologies from social art history to feminist theory and postcolonial studies.

3

ART 201, 202 or the permission from the instructor.

Department of Art, Design, and Letters

ART 201

ART 202

Major, Minor, Elective credit

GEP before 2025: Fine Arts, Writing Intensive

Converse Core: Textual Analysis

**ART 306 : TWENTIETH CENTURY
ART BEFORE 1945**

This survey of twentieth-century artists and movements spans the 1890s to World War II, a period of dynamic technological, political, and social transformation that propelled the emergence of artistic modernism. We will analyze the ways in which art inspired and responded to broad cultural changes across the globe, with predominant focus on Europe and America. *Preference given in scheduling to Art and Design majors if seating capacity is limited.*

3

ART 201, 202 or the permission from the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit

GEP before 2025: Fine Arts

Converse Core: Writing

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.

3

Department of Art, Design, and Letters

Fine Arts GEP, Elective credit; Major or Minor credit if approved by the Art History program director.

ART 309 : ART SINCE 1945

In this course, we will explore art and theory in the post-war period, from the emergence of Abstract Expressionism in the United States to the transnational context of artistic production today. Some of the major themes will include: the complex legacy of the historical avant-garde, activist strategies, performance and protest art, the use of new media, and artistic responses to globalization. While the course is organized as a survey of important movements, it also engages with case studies of individual artists and practices that lie outside the dominant narrative. *Preference given in scheduling to Art and Design majors if seating capacity is limited.*

3

ART 202 or the permission from the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit

GEP before 2025: Fine Arts

Converse Core: Writing

ART 310 : AMERICAN ART

This survey of art of the United States will explore the ways in which Americans have defined their identity through the production and dissemination of cultural objects from the 17th to the late-19th century. Over the course of the semester, we will explore an enormous diversity of visual materials in addition to painting and sculpture; we will look at maps, currency, lithographs, newspapers, natural history illustrations, and photographs. Taken together, we will explore how this visual culture was bound up with the shifting metaphorical and metaphysical meanings about what it meant to be American. *Preference given in scheduling to Art and Design majors if seating capacity is limited.*

3

ART 201, 202 or the permission from the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit

GEP before 2025: Fine Arts, Writing Intensive

Converse Core: Textual Analysis

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.

3

Department of Art, Design, and Letters

Major Credit Only.

Required for some Education majors. Online, On-campus, Hybrid.

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.

3

Art 212.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 213.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 300, 316 or with permission of the instructor.
Department of Art, Design, and Letters

Major credit. Online, On-campus, Hybrid.

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.

3

Department of Art, Design, and Letters

Women's Studies

Major, Minor, Elective, CCW credit

GEP before 2025: Writing Intensive, Humanities, Women's Studies

Converse Core: Arts and Humanities

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.

3

Department of Art, Design, and Letters

Major credit. On-campus and Field Study.

**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.

2

EDU 360.

Department of Art, Design, and Letters

ART 316 and EDU 425, EDU 360.

Major credit.

**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. Lab fee.

3

-6

Department of Art, Design, and Letters

3, 4 or 6

Major, Minor, Elective credit.

Hybrid and/or Field Study.

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.

3

ART 220.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

**ART 325 : SPECIAL TOPICS IN
NON WESTERN ART**

This course will provide a focus on art from one region (e.g., 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.

3

Department of Art, Design, and Letters

Fine Arts GEP, Major, Minor, and Elective credit. Online, On-campus, Hybrid or Field Study.

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.

3

ART 226 or permission of the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 230.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 240.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 250 or permission of instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 111, 112 or permission of the instructor.

Department of Art, Design, and Letters

Major, Elective credit.

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.

3

ART 111, 112, 355 or permission of instructor.

Department of Art, Design, and Letters

Major, Elective credit.

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. 3, 4 or 6 credits

3

-6

Art major or permission of instructor.

Department of Art, Design, and Letters

3, 4 or 6

Major, Minor, Elective credit.

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.

3

ART 270.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 111, 112, 355, 357 or by permission of the instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

Department of Art, Design, and Letters

Major, Elective credit

GEP before 2025: Non-European/non-anglophone and Writing Intensive

Converse Core: Writing

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.

3

ART 201, 202 or permission of instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

upper-division art history course or permission of instructor.

Department of Art, Design, and Letters

*Major, Minor, Elective credit.

ART 410 : ADVANCED STUDIO ART

An advanced studio art class that allows each student to explore the student's 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.

3

Any level II studio art course.

Juniors and Seniors or

permission of the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

ART 413 : DRAWING IV

Experimental approaches to drawing. Emphasis on personal initiative and discipline in defining and executing problems. Lab fee.

3

ART 313.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

1

Department of Art, Design, and Letters

Required course for all art majors excluding art history, and interior design.

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.

1

ART 414 or DES 480.

Department of Art, Design, and Letters

Major credit.

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 Summer Terms only.

4

ART 355, 357, 380 and/or permission of instructor.

Department of Art, Design, and Letters

Major, Elective credit. Hybrid and/or Field Study.

ART 420 : PRINTMAKING IV

Advanced investigations into the aesthetic possibilities of printmaking process. Lab fee.

3

ART 320.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 326 or permission of the instructor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 330.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 340.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

3

ART 350.

Department of Art, Design, and Letters

Major, Elective credit.

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.

3

A 3.0 average in the major, ART 355, 357, 380, and permission of the instructor.

Department of Art, Design, and Letters

Major credit. Hybrid and Field Study.

ART 454 : ART THERAPY INTERNSHIP

Major: Prerequisites: A 3.0 average in the major, ART 355, 357, 380, ART 453, and permission of the instructor: A three-credit internship is required for senior art therapy majors. (A three-credit internship consists of 120 hours of experience in a clinical or educational setting.) The goal is for students to achieve experience in facilitating art-making with a specific population. This internship will also offer opportunities to understand the overall structure and dynamics of a social service agency. Student interns will attend a weekly group supervision class to present participants' artwork and explore responses and problems related to their overall field experience. Weekly observation handouts and visual research imagery will support future career skills, including but not limited to time management and excellent communication in the field. Internship placements are available in locations throughout the Upstate region. Students are required to provide their transportation - *Lab fee. (\$30)*

3

ART 355, 357, 380, ART 453, a 3.0 average in the major, and permission of the instructor are required.

[Department of Art, Design, and Letters](#)
ART 453

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.

3

ART 355, 357, 380 and permission of the instructor.
[Department of Art, Design, and Letters](#)

Major. Capstone course.
Writing Intensive.

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 the student's 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.

3

[Department of Art, Design, and Letters](#)
Major credit.

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. May be repeated.
Notes: Major, Minor, Elective credit.

1

-3

ART 201 and 202.
[Department of Art, Design, and Letters](#)
ART 201
ART 202
3 or 6
Major, Minor, Elective credit.

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 is not limited to, graphic design, illustration, photography, ceramics, and printmaking.

Pass/fail.

1

-3

Prerequisites: ART 111, 112, 113, appropriate advanced courses in area of interest, and permission of faculty advisor

Department of Art, Design, and Letters

ART 111

ART 112

ART 113

Major, minor, Elective credit.

Hybrid and/or Field Study.

ART 466 : ARTIST IN RESIDENCY INTERNSHIP

This program offers advanced Studio Art students the opportunity to develop pedagogical skills to implement artist 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.

3

ART 111, 112, 113, appropriate advanced courses in area of interest, and permission of faculty advisor.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

Hybrid and/or Field Study.

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.

3

ART 370.

Department of Art, Design, and Letters

Major, Minor, Elective credit.

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.

1

-3

Permission of instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

-6

BA and BFA studio art or art education majors.

Department of Art, Design, and Letters

3 or 6

Major credit.

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 the student's area.

3

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.

Department of Art, Design, and Letters

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.

3

Department of Art, Design, and Letters

Elective credit

GEP before 2025: Fine Arts

Converse Core: Arts

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 3- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Department of Art, Design, and Letters
GEP.

DES 280 : DESIGNING WITH COLOR

The nature, perception and interaction of color. A study of color's effect on people and how it transforms interior spaces. Research, experimentation and problem solving are integrated into exercises and projects. Principles of design are used in creating interior color solutions and palettes for residential and commercial applications. *Lab fee. Offered Spring Term.*

3

DES 282, or permission of instructor.

Department of Art, Design, and Letters
Major credit.

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.

3

Department of Art, Design, and Letters

Major credit.

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.

3

ART 111, 112, 113, DES 282, or permission of instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

ART 111, 112, 113, DES 283, 285 or permission of instructor.

Department of Art, Design, and Letters

DES 280 and DES 286 co-requisites

Major credit.

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.

3

DES 282 or permission of instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

DES 283 and 285 or permission of instructor.

Department of Art, Design, and Letters

Major credit.

DES 288 : 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.

3

DES 284, 286 or permission of instructor.

Department of Art, Design, and Letters

Major credit.

DES 289 : PRESENTATION SKILLS

Visualization of interior concepts and solutions through manual and digital sketching, drawing, rendering and presentations. Lab fee. Offered Fall Term.

3

[Department of Art, Design, and Letters](#)

DES 283, DES 285 or permission of instructor. Major credit.

DES 380 : HISTORIC PRESERVATION

Students will learn the history of building types and styles within American architecture and the European influences. Students will learn to identify historic architectural styles and examine terminology used in the historic preservation field. In addition, students will develop an understanding and an appreciation of historic integrity, adaptive reuse, and sustainability. Lecture course. Lab fee.

3

[Department of Art, Design, and Letters](#)

Fine Arts GEP; Major/Minor credit

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.

3

[Department of Art, Design, and Letters](#)

Major, Elective credit

GEP before 2025: Fine Arts

Converse Core: Arts

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. Limited to Art, Design, & Letters Students.

3

DES 282

[Department of Art, Design, and Letters](#)

DES 282

Major credit. Online, On-campus, Hybrid.

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, fabrics, textiles, and their properties, sustainable attributes, fabrication, performance, value, installation methods, and fire ratings. *Lab Fee. Offered Fall Term.*

3

Or permission of instructor.

[Department of Art, Design, and Letters](#)

DES 284

Major credit.

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.

3

DES, 286, 288, 387 or permission of instructor.

[Department of Art, Design, and Letters](#)

Major credit.

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.

3

DES 286, 288, 387 or permission of instructor.

[Department of Art, Design, and Letters](#)

Major credit.

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.

3

DES 284, 286, or permission of instructor.

Department of Art, Design, and Letters

Major, credit.

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.

3

Department of Art, Design, and Letters

Major, Elective credit. Online, On-campus, Hybrid.

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.

1

DES 384 and 387.

Department of Art, Design, and Letters

Major.

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/or professional collaborations. Lab fee. Offered Fall Term.

3

DES 384, 386 or permission of instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

DES 480, 481 or permission of instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

DES 384 or permission of instructor.

Department of Art, Design, and Letters

Major credit.

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.

3

DES 383 or permission of instructor.

Department of Art, Design, and Letters

DES 384 and DES 386 co-requisites

Major credit. Required for the major in interior design. On-campus and Field Study.

**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.

3

Department of Art, Design, and Letters

Major, Elective credit. Hybrid or Field Study.

**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.

1

-3

Permission of instructor.

Department of Art, Design, and Letters

Major, Elective credit.

**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 the student's area.

3

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.

Department of Art, Design, and Letters

Creative Writing

**CRW 200 : 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.

3

Creative Writing

Major, Minor, Elective credit

Converse Core: Textual Analysis

**CRW 201 : 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.

3

Creative Writing

Major, Minor, Elective credit

Converse Core: Textual Analysis and Writing

**CRW 205 : LITERARY MAGAZINE
EDITING PRACTICUM**

A laboratory course for student editors of the literary magazine Concept in which students receive a component of experiential learning toward their degree. The work created by students enrolled in this course will directly serve Concept's editing and production needs, and the course will offer the students a wide variety of editing, marketing, and production opportunities unavailable in the standard classroom, including manuscript solicitation, manuscript screening, and aspects of developing rejection and acceptance letters, magazine design and layout, editing and proofing, and preparing a volume of Concept for publication. This course is required for students working on Concept, thus it may/will be repeated for credit, as the content will change based on production needs. Credit hours: 2, Prerequisite: CRW 200 and permission of instructor.

2

CRW 200, CRW 204, and permission of instructor

Creative Writing

CRW 200

Major and elective credit

Converse Core: Textual Analysis

CRW 206 : INTRODUCTION TO PUBLISHING

Introduction to Publishing offers the Converse student an introduction to publishing from the writer's perspective. The course provides students with a foundation in the acquisition, editorial, marketing, and publishing structures in the literary publishing industry and the creative writing professional market.

3

[Creative Writing](#)

Major, minor, elective credit

Converse Core: Textual Analysis

CRW 300 : FICTION WORKSHOP

Instruction in advanced techniques in the writing of fiction.

3

ENG 292 or CRW 200 or permission of the instructor.

[Creative Writing](#)

Major, Minor, Elective credit.

CRW 301 : POETRY WORKSHOP

Instruction in advanced techniques in the writing of poetry.

3

ENG 292 or CRW 200 or permission of the instructor.

[Creative Writing](#)

Major, Minor credit.

CRW 302 : CREATIVE NONFICTION WORKSHOP

Instruction in advanced techniques in the writing of creative nonfiction.

3

[Creative Writing](#)

Major, Minor, Elective credit.

CRW 303 : 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.

3

ENG 291 or CRW 201 or permission of instructor.

[Creative Writing](#)

Major, Minor credit.

CRW 304 : 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.

3

ENG 292 or CRW 200 or equivalent.

[Creative Writing](#)

Major, Minor, Elective credit.

CRW 305 : CRAFT STUDIES IN PROSE

Students will develop a working knowledge of the history, criticism, and craft theory associated with the writing of fiction and/or creative nonfiction. The course will require extensive writing and reading in the genre, including reading full-length collections of stories, essays, novels, or memoir, plus readings in craft technique and theory. Subjects may include studies of specific writers, specific forms (novel, travel memoir, lyric essay, short story, etc.), movements, and specific sub-genres with emphasis on reading as a writer to learn and develop specific craft techniques. Example topics include Reading and Writing the Lyric Short Story, Form and Technique in the Contemporary Novel, Writing and Reading the Lyric Essay, and Studies in Plot. Writing assignments in the course may include critical response essays, interviews, critical annotations, reviews, in-class creative writing assignments, a creative writing final portfolio, or other options.

3

[Creative Writing](#)

CRW 200

Major, minor, elective credit

CRW 306 : CRAFT STUDIES IN POETRY

Students will develop a working knowledge of the history, criticism, and craft theory associated with the writing of poetry. The course will require extensive writing and reading in the genre, including reading full-length collections of poems, plus readings in craft technique and theory. Subjects may include studies of specific writers, specific forms, poetic movements, and specific sub-genres with emphasis on reading as a writer to learn and develop specific craft techniques. Example topics include Reading and Writing the Lyric Sequence, Form and Technique in Closed Forms, and Voice and the Free Verse Line. Writing assignments in the course may include critical response essays, interviews, critical annotations, reviews, in-class creative writing assignments, a creative writing final portfolio, or other options.

3

Creative Writing

CRW 200

Major, minor, elective credit

CRW 311 : WRITING THE NOVEL

In this writing workshop course, students will develop a working knowledge of the history, form, and craft theory associated with the writing of the mainstream literary novel. The course will require extensive writing and reading in the genre, plus readings in craft technique and theory. By the end of the course, students will have written and revised a substantial portion of a novel.

3

Creative Writing

CRW 200

Major, minor, elective credit.

CRW 312 : NOVELLA WRITING

In this writing workshop course, students will develop a working knowledge of the history, form, and craft theory associated with the writing of the novella, a unique narrative form situated between the brevity of the short story form and the expansiveness of the novel. The course will require extensive writing and reading in the genre, plus readings in craft technique and theory. By the end of the course, students will have written and revised a complete novella.

3

Creative Writing

CRW 200

Major, minor, elective credit.

CRW 399 : 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.

3

ENG 291.

Creative Writing

May not be taken for Major credit.

CRW 400 : 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.

3

Creative Writing

Major, Minor, Elective credit.

CRW 401 : 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.

3

Creative Writing

Major, Minor, Elective credit.

CRW 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.

3

Creative Writing

Required of all BFA creative and professional writing majors.

Carroll McDaniel Petrie School of Music

CLT 220 : Clarinet Lesson

2

**Carroll McDaniel Petrie School
of Music**

CLT 320 : Clarinet Lesson

2

Carroll McDaniel Petrie School
of Music

DAN 320 : DANCE PEDAGOGY

This course examines the foundational processes of teaching and learning dance. Students will examine key issues, methods, and materials that inform instructional decisions while developing strategies to integrate technical, conceptual, and pedagogical knowledge in dance education. Emphasis is placed on varied teaching approaches, including practice-based learning, observation, practicum experiences, and the thoughtful use of technology. Through this course, students will gain the tools to design inclusive and engaging dance instruction that responds to the unique interests and abilities of all learners.

3

Major or Minor Elective
Carroll McDaniel Petrie School
of Music

EUP 220 : Euphonium Lesson

Brass Instrument, lessons.

EUP 101 to EUP 490

2

Carroll McDaniel Petrie School
of Music

MTY 241 : Music Therapy Methods and Materials I

This is the first of two courses that, together, provide a comprehensive exploration of the theoretical foundations, four music therapy methods (receptive, re-creative, composition, improvisation), resource materials, and practical application of music therapy techniques in various clinical settings. Students will develop the theoretical and applied competencies necessary to begin the clinical practicum sequence after the completion of both Methods and Materials courses.

2

Carroll McDaniel Petrie School
of Music
Music Therapy
MTY 151

MTY 243 : Music Therapy Methods and Materials II

This is the second of two courses that, together, provide a comprehensive exploration of the theoretical foundations, four music therapy methods (receptive, re-creative, composition, improvisation), resource materials, and practical application of music therapy techniques in various clinical settings. Students will develop the theoretical and applied competencies necessary to begin the clinical practicum sequence after the completion of both Methods and Materials courses. The Functional Music Skills Examination I is administered after this course is completed.

2

Carroll McDaniel Petrie School
of Music
Music Therapy
MTY 151

MUA 105 : Instrumental Improvisation

An introduction to solo and group improvisation. All instruments are welcome. Through a combination of group meetings and individual guided practice sessions, students will cultivate tools for solo and ensemble improvisation. The class will culminate with a performance in which students accompany a silent film clip. PREREQUISITE: MUT 101 or permission of instructor.

1

MUT 101 or permission of
instructor

Carroll McDaniel Petrie School
of Music
MUT 101

MUA 126 : Beginning Class Piano I

An introduction to the rudiments of piano playing. Students must make a C- or higher

in this course before
proceeding to MUA 127.

1

Carroll McDaniel Petrie School
of Music

MUA 127 : Beginning Class Piano II

A continuation of the rudiments of piano playing. Students must make a C- or higher in this course before proceeding to MUA 226. Prerequisite: A C- or higher in MUA 126.

1

A C- or higher in MUA 126
Carroll McDaniel Petrie School
of Music
MUA 126

MUA 226 : Intermediate Class Piano I

A continuation of MUA 127, MUA 226 presents a set of keyboard goals and expectations which lead to performance at the early-intermediate level. Students must make a C- or higher in this course before proceeding to MUA 227. Prerequisite: A C- or higher in MUA 127.

1

A C- or higher in MUA 127.
Carroll McDaniel Petrie School of Music
MUA 127

MUA 227 : Intermediate Class Piano II

A continuation of MUA 226. Successful completion of MUA 227 satisfies the piano proficiency requirement for music degrees. Prerequisite: A C- or higher in MUA 226.

1

A C- or higher in MUA 226.
Carroll McDaniel Petrie School of Music
MUA 226

MUA 311 : Music Pedagogy I

The study of music pedagogy and private lesson teaching practices as it is relevant across various classical disciplines. Course covers philosophies of music teaching schools, financial and organizational issues related to both in-home and community music school studios, communication techniques, and other relevant topics chosen by the professor.

2

Carroll McDaniel Petrie School of Music

MUA 312 : Music Pedagogy II

A continuation of MUA 311: Music Pedagogy I. Students in the course will begin teaching private lessons under the observation of their private teachers on their instrument/voice.

Prerequisite: MUA 311

1

Prerequisite: MUA 311

Carroll McDaniel Petrie School of Music
MUA 311

MUA 313 : Applied Piano Pedagogy I

A continuation of Music Pedagogy I, emphasizing elementary piano methods and supplemental materials, with focus on contemporary research in piano pedagogy, and teaching beyond the method. Observation of piano teaching and experiences in applied piano teaching are required.

Prerequisite: MUA 311

2

Prerequisite: MUA 311

Carroll McDaniel Petrie School of Music
MUA 311

MUA 314 : Applied Piano Pedagogy II

A continuation of Applied Piano Pedagogy I, emphasizing the characteristics of the intermediate piano student and the transfer piano student, with focus on the common problems of transfer students and the survey and evaluation of standard early-intermediate and intermediate repertoire from the Baroque, Classical, Romantic, 20th century, and modern eras. Observation of piano teaching and experiences in applied piano teaching are required.

Prerequisite: MUA 313

2

Prerequisite: MUA 313

Carroll McDaniel Petrie School of Music
MUA 313

MUE 461 : Student Teaching Seminar in Music

The Student Teaching Seminar in Music provides structured support for music education majors during the student teaching semester. Through guided reflection, discussion, and applied practice, candidates examine instructional planning, rehearsal pedagogy, classroom management, assessment practices, school policies, and professional practices within the context of their clinical placements. The course facilitates the synthesis of prior coursework with full-time teaching responsibilities and supports completion of certification requirements. Emphasis is placed on reflective practice, professional communication, and preparation for entry into the teaching profession.

0

Carroll McDaniel Petrie School of Music

OBO 111 : Oboe Lesson

1

Carroll McDaniel Petrie School
of Music

PNO 111 : Piano Lesson

1

Carroll McDaniel Petrie School
of Music

Music Education

CTW 100 : CREATIVITY THAT WORKS I

This “arts foundations” course is an introduction to the common elements that all the arts, including art and design, music, and theater and dance, share. This course will also explore the varied paths artists follow in developing their own career paths, both within the Converse community and beyond.

1

[Music Education](#)

[Music Therapy](#)

Major, Minor credit.

Prerequisite for CTW 200 and
all SOA courses at the
300-level or above

Converse Core: Arts

CTW 200 : CREATIVITY THAT WORKS II

Prerequisite for all SOA Capstone experiences. To be taken in the second year of study in the School of the Arts, this course builds on the ideas introduced in CTW 100 and looks more deeply at the creative process, collaboration, and artistic creation in all three arts areas. The course explores critical topics including creative process, collaboration, and performance, as well as professional aspects of the arts including presentation of self and networking; it concludes with an exploration of each student’s personal path from training to a successful career in the arts.

2

[Music Education](#)

[Music Therapy](#)

CTW 100

A continuation of CTW 100.

Major, Minor credit.

Prerequisite for all SOA
courses at the 400-level or
above

Converse Core: Arts

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.

1

Permission of the department.

[Music Education](#)

MUE 203 : PRIVATE APPLIED TEACHING II

A continuation of MUE

1

MUE 201.

[Music Education](#)

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.

2

[Music Education](#)

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.

2

[Music Education](#)

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. May be repeated for credit.

1

[Music Education](#)

Converse Core: Arts

MUE 220a (4 semesters) : 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.

0

[Music Education](#)

Major credit.

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.

1

[Music Education](#)

Major credit.

MUE 221 : INTRODUCTION TO MUSIC EDUCATION

The philosophical, sociological, and psychological foundations of music education.

2

[Music Education](#)

MUE 301 : PIANO TEACHING PROCEDURES I

Beginning supervised teaching of elementary piano students. Includes the study of early intermediate literature for piano teaching.

3

MUE 211 and MUE 213.

[Music Education](#)

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.

3

MUE 301.

[Music Education](#)

MUE 311 : GENERAL MUSIC IN THE ELEMENTARY SCHOOL

Methods, materials, and practicum for teaching general music in the elementary school.

3

MUE221 and EDU360, and passing scores on the reading, writing and math portions of the Core I Praxis.

[Music Education](#)

MUE 221

EDU 360

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.

1

[Music Education](#)

MUE 321 : BRASS TECHNIQUES

Acquisition of a basic working knowledge of all brass instruments. Includes methodology and materials for teaching. Offered in alternate years.

1

MUT101.

[Music Education](#)

MUE 323 : PERCUSSION TECHNIQUES

Acquisition of basic working knowledge of all percussion instruments. Includes methodology and materials for teaching. Offered in alternate years.

1

[Music Education](#)

MUE 331 : STRING TECHNIQUES

Acquisition of a basic working knowledge of all string instruments includes methodology and materials for teaching. Offered in alternate years.

1

MUT101.

[Music Education](#)

MUE 333 : WOODWIND TECHNIQUES

Acquisition of a working knowledge of all woodwind instruments. Includes methodology and materials for teaching. Offered in alternate years.

1

MUT 101.

[Music Education](#)

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.

2

Permission of voice faculty.

[Music Education](#)

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.

2

MUE 341.

[Music Education](#)

MUE 351 : FUNDAMENTALS OF CONDUCTING

A study of the fundamental principles of instrumental and choral conducting.

Concentration on score reading.

0.997

MUT 203.

[Music Education](#)

MUE 353 : INTERMEDIATE CONDUCTING: CHORAL TOPICS

Intermediate choral conducting skills. Includes score reading and conducting of choral ensembles.

2

MUE 351.

[Music Education](#)

MUE 363 : INTERMEDIATE CONDUCTING: INSTRUMENTAL TOPICS

Intermediate instrumental conducting skills. Includes score reading and conducting of instrumental ensembles.

2

MUE 351.

[Music Education](#)

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.

3

EDU 360 or permission of the instructor.

[Music Education](#)

MUE 421 : INSTRUMENTAL METHODS

Methods, materials and practicum for teaching instrumental music.

3

MUT 203 and MUE 311.

[Music Education](#)

MUE 423 : CHORAL METHODS

Methods, materials and practicum for teaching choral music in grades K-12.

3

MUT 203 and 311.

[Music Education](#)

MUE 431a : GENERAL MUSIC IN THE SECONDARY SCHOOL

General Music in the Secondary School is a required methodology course in the Bachelor of Music degree in Music Education degree with a concentration in general music, providing methods and materials for teaching traditional and non-traditional music courses in the middle and high school. This course requires a 40 hour practicum experience in a local public school.

3

[Music Education](#)

MUE 311

MUE 431b : GENERAL MUSIC IN THE SECONDARY SCHOOL

General Music in the Secondary School is a required methodology course in the Bachelor of Music degree in Music Education degree with a concentration in general music, providing methods and materials for teaching traditional and non-traditional music courses in the middle and high school.

No practicum.

2

[Music Education](#)

MUE 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.

1

-6

Declared music major; permission of the department.

[Music Education](#)

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.

12

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.

[Music Education](#)

MUE 470 : DIRECTED INDEPENDENT STUDY

Projects of independent study approved by the faculty and the Music Curriculum Committee.

1

-4

Approval of the Music Curriculum Committee.

[Music Education](#)

MUE 490 : SENIOR RECITAL IN MUSIC EDUCATION

Requirement for the Bachelor of Music degree in Music Education. Offered Fall Term. Pass/Fail grading.

0

[Music Education](#)

Major credit.

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.

3

MUH 501.

[Music Education](#)

Music History and Literature

MUH 100 : RECITAL ATTENDANCE

A minimum of 20 Fall Term, 20 Spring Term concert/recital/special music event attendances is required, selected from The Petrie School of Music Calendar of Events or outside events approved by the instructor. Six terms (a minimum of 20 Fall Term, 20 Spring Term) must be passed in order to graduate. Required of all undergraduate music majors, all degrees. Pass/fail grading.

0

[Music History and Literature](#)

MUH 103 : MUSIC HISTORY II

A survey of the development of western music from 1400 to 1750. Required of all music majors.

3

MUH 125 with a grade of C- or higher.

[Music History and Literature](#)
GEP credit.

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.

3

[Music History and Literature](#)

GEP before 2025: Fine Arts

Converse Core: Arts

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.

3

[Music History and Literature](#)

GEP before 2025: Fine Arts

Converse Core: Arts and Culture & Diversity

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.

3

[Music History and Literature](#)

GEP before 2025: Fine Arts

Converse Core: Arts and Culture & Diversity

MUH 113 : IMPORTANT ALBUMS OF THE ROCK ERA

An in-depth survey of influential albums by artists such as The Beatles, Joni Mitchell, Nas, Tom Petty, Paul Simon, U2, and others.

3

[Music History and Literature](#)

GEP before 2025: Fine Arts

Converse Core: Arts and Culture & Diversity

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.

3

Music History and Literature
Elective credit

GEP before 2025: Fine Arts

Converse Core: Arts

MUH 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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Music History and Literature
GEP before 2025: Fine Arts

Converse Core: Textual
Analysis

MUH 201 : MUSIC HISTORY III

A survey of the development of Western music from 1750 to the 1900. Required of all music majors.

3

MUH 103 with a grade of C- or higher.

Music History and Literature
GEP credit.

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.

3

MUH 201 with a grade of C- or higher.

Music History and Literature
GEP credit.

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.

3

-4

Music History and Literature
GEP before 2025: GEP categories will vary based on the topic

Converse Core: Converse Core categories will vary based on the topic

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.

3

Music History and Literature
Elective credit

Converse Core: Culture &
Diversity

MUH 331 : MUSIC OF THE ROMANTIC ERA

A topics seminar in Western music in the Nineteenth Century.

3

MUH 203 with a grade of C- or higher.

Music History and Literature

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.

3

Music History and Literature
GEP before 2025: Fine Arts and Non-European/non-Anglophone

Converse Core: Arts and
Culture & Diversity

MUH 333 : MUSIC OF THE TWENTIETH CENTURY

A topics seminar in Western music in the 20th Century. Offered in alternate years.

3

MUH 203 with a grade of C- or higher.

Music History and Literature

MUH 441 : MUSIC OF THE MIDDLE AGES AND RENAISSANCE

A topics seminar in Western music through 1600. Offered in alternate years.

3

MUH 203 with a grade of C- or higher.

Music History and Literature

MUH 443 : MUSIC OF THE BAROQUE AND CLASSIC ERAS

A topics seminar focusing on Western music from 1600 through 1800. Offered in alternate years.

3

MUH 203 with a grade of C- or higher.

Music History and Literature

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.

1

-6

Declared music major;
permission of the department.
[Music History and Literature](#)

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.

3

MUH 203 with a grade of C- or higher.

[Music History and Literature](#)

MUH 453 : PIANO LITERATURE

A survey of piano and harpsichord literature from the Baroque to the present. Offered in alternate years.

3

MUH 203 with a grade of C- or higher.

[Music History and Literature](#)

MUH 460 : OPERA LITERATURE

A survey of standard opera literature from the 17th century to the present. Offered alternate years.

3

MUH 203 with a grade of C- or higher.

[Music History and Literature](#)

MUH 461 : INTRODUCTION TO OPERA HISTORY

An introduction to Opera History.

2

[Music History and Literature](#)

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.

3

MUH 203 with a grade of C- or higher.

[Music History and Literature](#)

MUH 475 : SEMINAR IN MUSICOLOGY

An intensive seminar experience in a special topic.

3

MUH 203 with a grade of C- or higher and MUT 203 with a grade of C- or higher or permission of Department.

[Music History and Literature](#)

MUH 480 : DIRECTED INDEPENDENT STUDY

Projects of independent study approved by the faculty and the Music Curriculum Committee.

1

-3

Approval of the Music Curriculum Committee.

[Music History and Literature](#)

MUH 485 : SENIOR PROJECT

The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

0

Approval of the faculty.

[Music History and Literature](#)

MUH 603 : BIBLIOGRAPHY

A survey of basic reference materials in the field of music, with an introduction to the techniques of research.

Requires permission of instructor

3

[Music History and Literature](#)

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.

3

Permission of the instructor.
[Music Media](#)

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.

3

MMD 301.

[Music Media](#)

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.

3

Permission of the instructor.
[Music Media](#)

MMD 450 : MUSIC MEDIA INTERNSHIP

An external, supervised internship with a business specializing in some area(s) of music media. Pass/fail grading.

1

-6

Permission of the department and approval of the Music Curriculum Committee.
[Music Media](#)

**MMD 470 : DIRECTED
INDEPENDENT STUDY**

Projects of independent study approved by the faculty and the Music Curriculum Committee.

1

-3

Approval of the Music Curriculum Committee.

[Music Media](#)

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.

3

Music Theory Placement Test.

[Music Theory and Composition](#)

**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.

3

MUT 101 with a grade of C- or higher or passing appropriate exemption test.

[Music Theory and Composition](#)

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.

1

Music Theory Placement Test.

[Music Theory and Composition](#)

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.

1

MUT 111 with a grade of C- or higher or passing appropriate exemption test.

[Music Theory and Composition](#)

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.

1

Permission of the composition faculty.

[Music Theory and Composition](#)

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.

1

Permission of the composition faculty.

[Music Theory and Composition](#)

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.

1

Submission of works and permission of the composition faculty.

[Music Theory and Composition](#)

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.

1

MUT 181.

[Music Theory and Composition](#)

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.

3

MUT 103 with a grade of C- or higher or passing appropriate exemption test.

[Music Theory and Composition](#)

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.

3

MUT 201 with a grade of C- or higher or passing appropriate exemption test.

[Music Theory and Composition](#)
GEP before 2025: Quantitative

Converse Core: Quantitative & Mathematical Reasoning

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.

1

MUT 113 with a grade of C- or higher or passing appropriate exemption test.

[Music Theory and Composition](#)

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.

1

MUT 211 with a grade of C- or higher or passing appropriate exemption test.

[Music Theory and Composition](#)

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.

1.5

MUT 183 or MUT 353.

[Music Theory and Composition](#)

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.

1.5

MUT 183 or MUT 353.

[Music Theory and Composition](#)

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.

2

MUT 180 and MMD 303, or permission of instructor.

[Music Theory and Composition](#)

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.

2

MUT 183 and MUT 303 or permission of the instructor.

[Music Theory and Composition](#)

MUT 353 : INTRODUCTION TO MUSIC COMPOSITION, IMPROVISATION, AND ARRANGING

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.

1.998

Permission of instructor.

[Music Theory and Composition](#)

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.

2

MUT 283.

[Music Theory and Composition](#)
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.

2

MUT 381.

[Music Theory and Composition](#)
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.

0

Permission of faculty.

[Music Theory and Composition](#)
MUT 433 : COUNTERPOINT

Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present. Offered in alternate years.

3

MUH 203 or permission of instructor.

[Music Theory and Composition](#)
MUT 441 : ORCHESTRATION

Scoring for instrumental ensembles and full orchestra. Includes score analysis. Offered in alternate years.

2

MUH 203 and MUT 203.

[Music Theory and Composition](#)
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.

3

MUT 203 or permission of instructor.

[Music Theory and Composition](#)
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.

1

-6

Declared music major; permission of the department.

[Music Theory and Composition](#)
MUT 453 : ADVANCED ANALYSIS

Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

3

MUH 203 and MUT 301 or permission of instructor.

[Music Theory and Composition](#)
MUT 470 : DIRECTED INDEPENDENT STUDY

Projects of independent study approved by the faculty and the Music Curriculum Committee.

1

-3

Approval of the Music Curriculum Committee.

[Music Theory and Composition](#)
MUT 475 : SEMINAR IN MUSICOLOGY

Theory emphasis.

3

[Music Theory and Composition](#)
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.

3

MUT 383.

[Music Theory and Composition](#)
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.

3

MUT 481.

[Music Theory and Composition](#)
MUT 485 : SENIOR PROJECT

The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

0

Approval of the faculty.

[Music Theory and Composition](#)

Music Therapy

CTW 100 : CREATIVITY THAT WORKS I

This “arts foundations” course is an introduction to the common elements that all the arts, including art and design, music, and theater and dance, share. This course will also explore the varied paths artists follow in developing their own career paths, both within the Converse community and beyond.

1

[Music Education](#)

[Music Therapy](#)

Major, Minor credit.

Prerequisite for CTW 200 and all SOA courses at the 300-level or above

Converse Core: Arts

CTW 200 : CREATIVITY THAT WORKS II

Prerequisite for all SOA Capstone experiences. To be taken in the second year of study in the School of the Arts, this course builds on the ideas introduced in CTW 100 and looks more deeply at the creative process, collaboration, and artistic creation in all three arts areas. The course explores critical topics including creative process, collaboration, and performance, as well as professional aspects of the arts including presentation of self and networking; it concludes with an exploration of each student's personal path from training to a successful career in the arts.

2

[Music Education](#)

[Music Therapy](#)

CTW 100

A continuation of CTW 100.

Major, Minor credit.

Prerequisite for all SOA courses at the 400-level or above

Converse Core: Arts

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.

3

No prerequisite; open to non-majors.

[Music Therapy](#)

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.

1

[Music Therapy](#)

MTY 154 : ACCOMPANIMENT AND REPERTOIRE FOR MUSIC THERAPY

An introduction to the use of music in therapeutic settings. Students will learn about the clinical use of instrumental and vocal accompaniment, sight-singing and sight-reading, and popular music repertoire to begin their development of therapeutic leadership and performance skills.

1

[Music Therapy](#)

Major, Elective credit

MTY 241 : Music Therapy Methods and Materials I

This is the first of two courses that, together, provide a comprehensive exploration of the theoretical foundations, four music therapy methods (receptive, re-creative, composition, improvisation), resource materials, and practical application of music therapy techniques in various clinical settings. Students will develop the theoretical and applied competencies necessary to begin the clinical practicum sequence after the completion of both Methods and Materials courses.

2

Carroll McDaniel Petrie School of Music
Music Therapy
MTY 151

MTY 243 : Music Therapy Methods and Materials II

This is the second of two courses that, together, provide a comprehensive exploration of the theoretical foundations, four music therapy methods (receptive, re-creative, composition, improvisation), resource materials, and practical application of music therapy techniques in various clinical settings. Students will develop the theoretical and applied competencies necessary to begin the clinical practicum sequence after the completion of both Methods and Materials courses. The Functional Music Skills Examination I is administered after this course is completed.

2

Carroll McDaniel Petrie School of Music
Music Therapy
MTY 151

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.

2

Music Therapy

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.

1

MTY 152 or permission of instructor; open to non-majors if space is available.

Music Therapy

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.

1

MUA 101-103, MUA 201-203.
Music Therapy

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.

3

Basic Statistics recommended; open to non-majors.
Music Therapy

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.

3

MTY 351 or permission of the instructor.

[Music Therapy](#)

MTY 361 : MUSIC THERAPY IN EDUCATIONAL SETTINGS

This course will cover approaches to music therapy with children and adolescents ages 0-22 in educational settings. Federal law governing special education services will be reviewed, as well as music therapy assessment and treatment planning as part of the Individualized Education Plan (IEP) or Individualized Family Services Plan (IFSP).

2

or by permission of the instructor

[Music Therapy](#)

MTY 253

Major

MTY 363 : MUSIC THERAPY IN MEDICAL SETTINGS

This junior level course is designed to develop AMTA professional competencies in clinical foundations relevant to working with all ages in medical settings (e.g. acute care hospitalization, rehabilitation centers, skilled and intermediate nursing care, hospice and palliative care, inpatient mental health treatment). The course addresses the relationship between developmental/psychological theories and music therapy practice to address the psychological and physiological aims of treatment for persons receiving inpatient medical care. Outpatient treatment will be explored in MTY 461 MT in Community Settings. Ethical issues, assessment, devising appropriate treatment strategies with age appropriate methods and materials across the life span will be covered.

2

or by permission of the instructor

[Music Therapy](#)

MTY 361

Major

MTY 371 : SPECIAL TOPICS IN MUSIC THERAPY

A special topics course might be a combination of lecture, discussion, and experiential exercises that will center around a selected topic in music therapy. Since the content will vary, this course may be taken more than once for credit. Offered periodically.

3

-4

[Music Therapy](#)

Elective

Converse Core: Community & Global Responsibility

MTY 381 : MUSIC THERAPY PRACTICUM I

The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music Therapist.

2

MTY 253 and passing the Functional Music Examination I.

[Music Therapy](#)

MTY 383 : MUSIC THERAPY PRACTICUM II

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.

2

MTY 253 and passing the Functional Music Examination I.
[Music Therapy](#)

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 University) with assignments complementing lectures by the instructor.

3

MTY 451 or permission of the instructor.

[Music Therapy](#)

MTY 461 : MUSIC THERAPY IN COMMUNITY SETTINGS

This senior level music therapy course is designed to develop AMTA professional competencies relevant to working with clients of all ages in community settings. The course addresses music therapy clinical approaches and perspectives as well as the person of the therapist. Music therapy methods requiring clinical experience or education beyond the entry-level competencies will also be introduced. Working with clients from historically marginalized cultures and disability models will also be covered.

2

or by permission of the instructor

[Music Therapy](#)

MTY 363

Major

MTY 470 : DIRECTED INDEPENDENT STUDY

Projects of independent study approved by the faculty and the Music Curriculum Committee. May be repeated for different DIS topics.

1

-4

Approval of the Music Curriculum Committee.

[Music Therapy](#)

MTY 481 : MUSIC THERAPY PRACTICUM III

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.

2

MTY 253 and passing the Functional Music Examination I.

[Music Therapy](#)

MTY 483 : MUSIC THERAPY PRACTICUM IV

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.

2

MTY 253 and passing the Functional Music Examination I.
[Music Therapy](#)

MTY 485 : 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 University. Pass/fail grading.

3

Completion of all Music Therapy coursework, passing the Functional Music Skills Examination.

[Music Therapy](#)

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.

3

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.

[Music Therapy](#)

MTY 495 : MUSIC THERAPY INTERNSHIP Continued

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 University. Pass/fail grading. Completion of all Music Therapy coursework, passing the Functional Music Skills Examination.

[Music Therapy](#)

Performance Studies

MUA 100 : PERFORMANCE STUDIES

5

-7

[Performance Studies](#)

MUA 111 : VOICE CLASS I

An elementary study of vocal production and repertoire.

1

[Performance Studies](#)

MUA 113 : VOICE CLASS II

A continuation of MUA 111, using more advanced repertoire and developing technical skills.

1

MUA 111 with a grade of C- or higher.

[Performance Studies](#)

MUA 200 : PERFORMANCE STUDIES

8

-12

[Performance Studies](#)

MUA 211 : VOICE CLASS III

A continued study of vocal production, technical skills, and repertoire using more advanced methods and materials.

1

MUA 113 with a grade of C- or higher.

[Performance Studies](#)

MUA 213 : VOICE CLASS IV

A continuation of MUA 211. Successful completion of MUA 213. Satisfies the voice proficiency requirement for music degrees.

1

MUA 211 with a grade of C- or higher.

[Performance Studies](#)

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.

2

[Performance Studies](#)

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.

2

[Performance Studies](#)

MUA 300 : PERFORMANCE STUDIES

6

[Performance Studies](#)

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.

1

MUA 203.

[Performance Studies](#)

MUA 390 : JUNIOR RECITAL

Pass/fail grading.

0

Approval of the faculty.

[Performance Studies](#)

MUA 400 : PERFORMANCE STUDIES

2

-7

[Performance Studies](#)

MUA 401 : OPERA WORKSHOP I

Includes character analysis, role analysis, role preparation and stage management.

1

Declared music major or permission of instructor.

[Performance Studies](#)

MUA 403 : OPERA WORKSHOP II

Includes audition techniques, preparation of audition packets, stage makeup and further stage movement techniques.

1

MUA 401 or permission of instructor.

[Performance Studies](#)

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.

1

-6

Declared music major; permission of the department.

[Performance Studies](#)

**MUA 470 : DIRECTED
INDEPENDENT STUDY**

Projects of independent study approved by the faculty and the Music Curriculum Committee.

1

-3

Approval of the Music Curriculum Committee.

[Performance Studies](#)

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.

1

MUA 390 or permission of instructor.

[Performance Studies](#)

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.

1

MUA 475 or permission of instructor.

[Performance Studies](#)

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.

0

Approval of the faculty.

[Performance Studies](#)

MUA 490 : SENIOR RECITAL

A \$50 scheduling fee is required in this course. Pass/fail grading.

0

Approval of the faculty.

[Performance Studies](#)

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.

6

Approval of the Music Curriculum Committee.

[Performance Studies](#)

Ensembles and Chamber Music

MEN 110 : CHAMBER ENSEMBLE

Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.

1

Permission of the director.

[Ensembles and Chamber Music](#)

MEN 110 (4 terms) : CHAMBER ENSEMBLE

Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.

4

Permission of the director.

[Ensembles and Chamber Music](#)

**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.

1

Approval of the School of the Arts Curriculum Committee.

[Ensembles and Chamber Music](#)

**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.

1

Permission of the director.

[Ensembles and Chamber Music](#)

**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.

1

Permission of the director.

[Ensembles and Chamber Music](#)

**MEN 130 (8 terms) : CONVERSE
SYMPHONY ORCHESTRA**

Participation in rehearsals and performances of the Converse Symphony Orchestra as scheduled. Open to all Converse students by audition.

8

Permission of the director.

[Ensembles and Chamber Music](#)

MEN 140 : CHAMBER SINGERS

Participation in rehearsals and performances of the Converse Chamber Singers as scheduled. May be repeated for credit.

1

Audition.

[Ensembles and Chamber Music](#)

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.

1

Permission of the director.

[Ensembles and Chamber Music](#)

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

1

[Ensembles and Chamber Music](#)

MEN 160 : SPARTANBURG MASTER CHORALE

Participation in mixed chorus rehearsals and performances as scheduled. Open by audition to Converse juniors and seniors, and to greater Spartanburg community singers. May be repeated for credit.

1

Permission of the director.

[Ensembles and Chamber Music](#)

MEN 170 : ACCOMPANYING

Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

1

Permission of the instructor.

[Ensembles and Chamber Music](#)

MEN 175 : ACCOMPANYING PRACTICUM

1

MEN 170.

[Ensembles and Chamber Music](#)

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.

1

Permission of the instructor.

[Ensembles and Chamber Music](#)

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).

1

Accompanying I.

[Ensembles and Chamber Music](#)

Private Lessons

PL 111 : PRIVATE LESSONS

Elective half-hour lessons for the undergraduate non-major, BMA/Comp student, or major taking secondary lessons. These lessons may be taken for as many long terms as the student is enrolled.

1

[Private Lessons](#)

PL 121 : PRIVATE LESSONS

Elective full-hour lessons for the undergraduate non-major, BMA/Comp student, or major taking secondary lessons. These lessons may be taken for as many long terms as the student is enrolled.

2

[Private Lessons](#)

PL 215 : PRIVATE LESSONS

All undergraduate music majors, repeatable as needed

1

[Private Lessons](#)

January term

PL 220 : PRIVATE LESSONS

Freshmen and Sophomores majoring in Music Performance, Music Education, Music Therapy, and the BA in Music take 4 long semesters of 220 level for 2 cr in their major instrument.

2

[Private Lessons](#)

Major

PL 320 : PRIVATE LESSONS

Juniors and Seniors majoring in Music Education, Music Therapy, and the BA in music enroll in this course number once they've passed the fourth semester of 220-level lessons and juries.

2

[Private Lessons](#)

Major

PL 440 : PRIVATE LESSONS

Juniors and Seniors majoring in Music Performance enroll in this course number once they've passed the fourth semester of 220-level lessons and juries.

4

[Private Lessons](#)

Major

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.

3

[Music Business](#)

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.

1

Admission to the Music Business and Technology Certificate Program or permission of the instructor.

[Music Business](#)

Elective credit.

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 fulfills an elective requirement as part of the Music Business and Technology Certificate Program. Non-certificate program students may enroll for elective credit.

3

Admission to the Music Business and Technology Certificate Program or permission of the instructor.

[Music Business](#)

Elective credit.

MUB 450 : MUSIC BUSINESS INTERNSHIP

An external, supervised internship with a business specializing in some area(s) of music business. Pass/fail grading. 1.000–6 credits. May be repeated.

Previous course number was MUB 301.

1

-6

Permission of the department and approval of the Music Curriculum Committee.

[Music Business](#)

Dance

DAN 100 : INTRODUCTION TO DANCE

This course is an introduction to the fundamentals of dance technique, performance, history, and critical theory. Students will study significant dance forms, major contributors, concepts, terminologies, and fundamental skills in the discipline of dance.

3

Dance

Major, Minor,

GEP before 2025: Health and Wellness and Fine Arts

Converse Core: Arts and Community & Global Responsibility

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. Participation by audition.

4

Dance

Elective credit.

DAN 106 : COMPOSITION I

The student will learn to develop movement with reference to the components involved in function, expression and communication through movement.

3

Dance

GEP, Minor, Elective credit.

DAN 109 : Pointe I

This course is an extension of ballet technique classes and focuses on the core applications of ballet pointe technique. Enrollment in the course is by instructor permission.

1

Permission of instructor only.

Dance

DAN 110 : CONTEMPORARY DANCE I

This course will introduce the beginner to the fundamentals of modern **contemporary** dance technique through locomotor and axial work in the center and on the floor.

Course may be repeated once for credit.

2

Dance

Health & Wellness

DAN 111 : BALLET I

This course will introduce the beginner to the fundamentals of ballet technique through barre exercises and center work.

Course may be repeated once for credit.

2

Dance

Minor, Elective credit

GEP prior to FA25: Fine Arts

DAN 113 : TAP DANCE I

This course will introduce the beginner to the fundamentals of tap technique through various exercises and center work.

Course may be repeated once for credit.

2

Dance

GEP, Minor, Elective Credit

DAN 114 : JAZZ DANCE I

This course will introduce the beginner to the fundamentals of jazz technique through various exercises and center work.

Course may be repeated once for credit.

2

Dance

GEP, Minor, Elective Credit

DAN 121 : DANCE ENSEMBLE

Participation in Converse Dance Ensemble. Freshman level.

1

Dance

Elective credit.

DAN 190 : DANCE: PAST AND PRESENT

A study of the significant development 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.

3

Dance

MAJOR, MINOR, CCW

GEP before 2025: Fine Arts

Converse Core: Arts and Culture Diversity

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.

3

DAN 106 or permission of instructor.

Dance

Elective credit.

DAN 210 : CONTEMPORARY DANCE II

A continuation of DAN 110, studying more complex movement combinations and patterns.

Course may be repeated once for credit.

2

DAN 110 or permission of instructor.

Dance

GEP, Minor, Elective credit.

DAN 211 : BALLET II

A continuation of DAN 111 giving more complex movement combinations and patterns.

Course may be repeated once for credit.

2

DAN 111 or permission of instructor.

Dance

GEP, Minor, Elective credit.

DAN 213 : TAP DANCE II

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.

Course may be repeated once for credit.

2

DAN 113 or permission of instructor.

Dance

GEP, Minor, Elective credit.

DAN 214 : JAZZ DANCE II

A continuation of DAN 114 with more complex movements and patterns.

Course may be repeated once for credit.

2

DAN 114 or permission of instructor.

Dance

GEP, Minor, Elective credit.

DAN 221 : DANCE ENSEMBLE

Participation in Converse Dance Ensemble. Sophomore level. Course is repeatable.

1

Dance

Elective credit.

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.

3

Dance

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.

3

Dance

DAN 240 : DANCE REPERTORY

A practical study of the fundamental concepts of dance performance, focusing on professional rehearsal etiquette, working as an ensemble, contributing to the creative process, and learning established choreography. Emphasis is placed on collaborative choreographic processes and accumulating movement material. Students will be provided an opportunity to perform the work in a production or event at the end of the course. May be taken more than once for credit.

2

Dance

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.

[Dance](#)

GEP, Elective credit.

DAN 303 : SP: 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.

2

[Dance](#)

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.

3

DAN 106, DAN 206 or permission of instructor.

[Dance](#)

Elective credit.

DAN 310 : CONTEMPORARY DANCE III

A continuation of DAN 210, with more complex movements, combinations, patterns and phrases.

Course may be repeated once for credit.

2

DAN 110, DAN 210, or permission of instructor.

[Dance](#)

GEP, Minor, Elective credit.

DAN 311 : BALLET III

A continuation of DAN 211 with long and more complex movement patterns, combinations and phrases.

Course may be repeated once for credit.

2

DAN 111, 211 or permission of instructor.

[Dance](#)

GEP, Minor, Elective credit.

DAN 313 : TAP DANCE III

A continuation of DAN 213 with long and more complex movement patterns, combinations, phrases and steps.

Course may be repeated once for credit.

2

DAN 113, 213 or permission of instructor.

[Dance](#)

GEP, Minor, Elective credit.

DAN 314 : JAZZ DANCE III

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.

Course may be repeated once for credit.

2

DAN 114, 214 or permission of instructor.

[Dance](#)

GEP, Minor, Elective credit.

DAN 321 : DANCE ENSEMBLE

Participation in Converse Dance Ensemble. Junior level.

1

[Dance](#)

Elective credit.

DAN 340 : THE BODY IN MOTION

This course will provide students with an understanding of their anatomical selves through a functional movement practice. Practices may include explorations in dance science, somatic practices, injury prevention, and nutritional care. Students will be better equipped to handle the physical and mental stress and anxiety that accompanies a career in performing arts, specifically dance performance and choreography.

3

[Dance](#)

DAN 421 : DANCE ENSEMBLE

Participation in Converse Dance Ensemble. Senior level.

1

[Dance](#)

Elective credit.

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.

1

DAN 106.

[Dance](#)

Minor credit.

DAN 499 : SENIOR CAPSTONE PROJECT

This course serves as a capstone course in the B.A. Dance curriculum. Student choreographers work with faculty to develop choreography that demonstrates an evolving understanding of choreographic craft, and that reflects their personal choreographic interests. Students will collaborate with their cohort on production elements and timelines, collectively creating a final performance that is fully produced and supported by the Department of Theatre & Dance. This capstone is meant to culminate four years of study and to prepare students for real-world experience or continued study at the graduate level.

3

Dance

THR 132 : SEWING FOR THE STAGE

This course is designed as a varied study including but not limited to: costume construction sewing skills (hand, machine, and serger); fabric content and characteristics; costume crafts (mask-making, millinery, accessories); costume production script and design analysis; and costume upkeep (hanging, ironing, cleaning, restocking). Particular emphasis will be placed on the production process of Theatre & Dance Converse's mainstage productions, and creating multiple costumes for use in those productions.

3

Theatre & Musical Theatre
Dance

Major, Minor, Elective

THR 200 : Theatre: Past and Present

This course explores the evolution of theatre from ancient times to the present, with a particular focus on how historical plays continue to resonate in and shape modern society. Through examining seminal works from different eras and analyzing their cultural, political and social contexts, students will gain an understanding of the ways in which theatre has reflected societal values, challenged norms and inspired change throughout history. Drawing connections between past plays and current events, the course will encourage students to critically engage with the enduring power of the stage and its relevance today.

3

Theatre & Musical Theatre
Dance

Major, Minor credit

GEP before 2025: Fine Arts

Converse Core: Arts and
Culture & Diversity

Theatre & Musical Theatre

THR 100 : INTRODUCTION TO THEATRE

This course is an introduction to theatrical performance, history, and theory with an emphasis on the production process. Attending live theatre is an intrinsic part of the course, and through lecture, design projects, and collaborative group performance students experience first-hand the processes of creating theatre.

3

Theatre & Musical Theatre

GEP before 2025: Fine Arts

Converse Core: Arts

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.

3

Theatre & Musical Theatre

Elective credit

GEP before 2025: Non-European/non-anglophone

Converse Core: Culture &
Diversity

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.

4

Theatre & Musical Theatre
GEP, Major, Minor, Elective credit.

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.

3

Theatre & Musical Theatre
Major, Minor, Elective credit.

THR 115 : ACTING: FUNDAMENTALS

This studio course is an introduction to the craft of Acting, utilizing the foundational psychophysical Movement training of the Michael Chekhov Acting technique. Emphasis on acquiring 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. Priority will be given to Theatre Majors and Minors.

3

Theatre & Musical Theatre
Major, Minor, Elective credit.

THR 117 : FUNDAMENTALS: MUSICAL ELEMENTS

This course seeks to combine musicianship, music theory, and keyboard skills by exposing the students to elementary aspects of musical literacy and developing functional musical skills.

3

Theatre & Musical Theatre
Major, Minor, Elective

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.

3

Theatre & Musical Theatre

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.

3

Theatre & Musical Theatre
Elective credit

GEP before 2025: Fine Arts

Converse Core: Writing and Community & Global Responsibility

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- or 4-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. Each FYS carries the corresponding departmental prefix but with a common course number. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills.

3

Theatre & Musical Theatre

THR 132 : SEWING FOR THE STAGE

This course is designed as a varied study including but not limited to: costume construction sewing skills (hand, machine, and serger); fabric content and characteristics; costume crafts (mask-making, millinery, accessories); costume production script and design analysis; and costume upkeep (hanging, ironing, cleaning, restocking). Particular emphasis will be placed on the production process of Theatre & Dance Converse's mainstage productions, and creating multiple costumes for use in those productions.

3

Theatre & Musical Theatre
Dance
Major, Minor, Elective

THR 145 : INTRODUCTION TO PERFORMANCE STUDIES

Performance Studies examines the participants, contexts, and mechanisms by which performance is created. Borrowing from Anthropology, Sociology, and bodies of theory including those concerned with space, gender, race, class, and nation, Performance Studies takes up those performances generally located outside the theater or beyond the traditional performance spaces. Ritual, myth, and oral traditions as well as parades, festivals, and even sporting events are analyzed through the lens of Performance Studies. What unites the objects of study are “twice-behaved behaviors”—those behaviors that are rehearsed and presented before an audience that are concerned with making human action worth watching in a measured time and space.

GEP, Major/Minor & Elective Credit

3

Theatre & Musical Theatre

THR 200 : Theatre: Past and Present

This course explores the evolution of theatre from ancient times to the present, with a particular focus on how historical plays continue to resonate in and shape modern society. Through examining seminal works from different eras and analyzing their cultural, political and social contexts, students will gain an understanding of the ways in which theatre has reflected societal values, challenged norms and inspired change throughout history. Drawing connections between past plays and current events, the course will encourage students to critically engage with the enduring power of the stage and its relevance today.

3

Theatre & Musical Theatre
Dance

Major, Minor credit

GEP before 2025: Fine Arts

Converse Core: Arts and
Culture & Diversity

THR 201 : STAGECRAFT

This course familiarizes the student with the fundamentals of the physical theatrical production process. Among the areas covered are materials, tools, safety, construction methods, electricity, and plan reading.

3

Theatre & Musical Theatre
Major, Minor credit.

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.

3

THR 230 or permission of the instructor.

Theatre & Musical Theatre

Major, Minor, Elective credit.

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.

3

Theatre & Musical Theatre
GEP, Major, Minor, Elective credit.

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.

3

Theatre & Musical Theatre
GEP, Major, Minor, Elective credit.

THR 210 : MUSICAL THEATRE: PAST AND PRESENT

This course examines the history and influence of the American art form of musical theatre, focusing on its connections to marginalized communities, its broad popularity and its power to inspire social change. Students will explore key works and influential creators throughout musical theatre history that highlight how the genre creates cultural shifts, influences public opinion and remains a powerful tool for promoting empathy and activism.

3

[Theatre & Musical Theatre](#)
Major, Minor credit

GEP before 2025: Fine Arts

Converse Core: Arts and Culture & Diversity

THR 215 : ACTING: 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 of Imagination, Concentration, Form, and Ease. Emphasis on Character development and the development of the student artist's personal artistic voice in the studio. Priority will be given to Majors and Minors.

3

THR 115 or permission of the instructor.

[Theatre & Musical Theatre](#)
Major, minor, Elective credit.

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.

3

THR 115 or permission of the instructor.

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

THR 115 or permission of the instructor.

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

THR 221 : THEATRE PRACTICUM

An experiential learning course in which students directly serve Theatre Converse's Mainstage production schedule, Second Stage series production company schedule, and related departmental needs and tasks, offering a variety of technical opportunities unavailable in the standard classroom. Sample assignments include production crew assignments, stage management opportunities, master-class workshops, 'build' days, 'strike' days, and more. Declared Theatre and Musical Theatre Majors will register for Practicum each eligible semester, as follows: Theatre majors THR221A, Musical Theatre majors THR221B, assigned Stage Managers THR221C.

1

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

THR 229 Fundamentals of Theatrical Design.

Theatre & Musical Theatre

Major, Minor, Elective credit.

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.

3

Theatre & Musical Theatre

Major, Minor, Elective credit.

THR 232 : COSTUME DESIGN

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.

3

Theatre & Musical Theatre

Major, Minor, Elective credit.

THR 233 : PROPS DESIGN

Through lectures, demonstrations, and class projects, this course covers the aesthetics and conventions of properties design for the theatre. Emphasis will be placed on the development of designs ideas resulting from script analysis, research techniques, and the understanding and implementation of some production tools, materials, and techniques used in professional theatre. *Major, Minor, elective credit.*

3

THR 229 or permission of the instructor

Theatre & Musical Theatre

THR 229

THR 234 : PUPPETRY

This 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.

3

Permission of the instructor.

Theatre & Musical Theatre

THR 240 : STAGE MANAGEMENT

This course introduces students to the basic theories and techniques of Stage Management. Over the course of the semester, we will examine and discuss common practices within the position, and, through activities, gain an understanding of duties performed in various situations throughout the production process, from running meetings and rehearsals to calling shows. Successful completion of this course will prepare students to confidently undertake the actual position at the university level, and will provide the background needed to build experiences toward working in stage management at the professional level. *Major, Minor, elective credit.*

3

Theatre & Musical Theatre

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.

3

THR 102 Script Analysis, or by permission of the instructor.

[Theatre & Musical Theatre](#)

Major, Minor, Elective credit.

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.

[Theatre & Musical Theatre](#)

GEP, Major, Minor credit.

THR 300 : 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.

Prerequisite THR200

Course revised November 2024. Previous course was THR 102.

3

[Theatre & Musical Theatre](#)

Major, Minor, Elective credit

Converse Core: Textual Analysis and Arts

THR 301 : DISNEY'S AMERICA: THEATER AND PERFORMANCE

This interdisciplinary course examines the impact of the mass media company, Disney, on American popular performance, and specifically the complex relationship between historical accuracy and representation as American history is reinscribed and reimagined through Disney's media output. Of specific interest for this course will be the historiographic concerns that cross American history and American theatre history and performance studies including representations of marginalized identities such as indigenous populations and women of color. After analyzing key thematic concerns in Disney films, products, parks, musicals, and cruises, this course will travel to two Florida theme parks, the Magic Kingdom and Disney's Hollywood Studios, to experience firsthand the many ways in which Disney employs performance to tell America's history.

4

[Theatre & Musical Theatre](#)

Fine Arts GEP; Humanities

GEP; CCW (Converse College for Women) Course

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.

3

Permission of instructor.

[Theatre & Musical Theatre](#)

Major, Minor, Elective credit.

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.

3

Permission of instructor.

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

Permission of instructor.

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

[Theatre & Musical Theatre](#)

THR 318 : ACTING: THE SONG

This course focuses on the storytelling aspect of singing, specifically related to Musical Theatre. Students will work on pieces from the Musical Theatre canon, ballad and up-tempo, traditional and contemporary. Exploring the text and using the Michael Chekhov Acting technique, students will learn to develop engaging characters and truthful stories while singing.

3

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

THR 320 : THEATRE PEDAGOGY

This course examines the foundations of the processes of learning and teaching with special attention paid to the ways in which theatre is taught and learned. Emphasis is placed on effective teaching methods in the arts and the variety of ways students learn including practice-based means and the strategic use of technology in the classroom. *Major, Minor, elective credit.*

3

[Theatre & Musical Theatre](#)

THR 350 : 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.

3

Theatre and Musical Theatre majors only or permission of instructor.

[Theatre & Musical Theatre](#)
Major, Minor credit.

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. *Writing Intensive.*

3

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit

GEP before 2025: Writing Intensive

Converse Core: Writing

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.

1

[Theatre & Musical Theatre](#)
Major credit.

THR 411 : PROFESSIONAL INTERNSHIP

This program is designed for students who plan a career in theatre. It offers students an opportunity to observe and participate in the activities of a regional theatre company. Students accepted for this program must receive a written recommendation from a member of the theatre department. Pass/fail grading.

[Theatre & Musical Theatre](#)
3 or 6

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.

Must have the approval of a member of the Theatre & Dance department.

[Theatre & Musical Theatre](#)
3 or 6

Major, Minor credit.

THR 418 : ACTING: MUSICAL THEATRE REPERTORY

Major, Minor, Elective credit.

An 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. *May be repeated for a maximum of six credits.*

3

Prerequisite: THR318 or permission of the instructor.

[Theatre & Musical Theatre](#)
Major, Minor, Elective credit.

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.

3

THR 350 DIRECTING

[Theatre & Musical Theatre](#)
Major, Minor credit

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.

1

-3

Consent of the chair of the theatre department.

[Theatre & Musical Theatre](#)
Major, Minor credit.

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.

2

[Theatre & Musical Theatre](#)
Major credit.

ROTC

MIL 101 : INTRODUCTION TO THE ARMY

This basic course introduces students 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 of this course is developing basic knowledge and comprehension of the Army Leadership Requirements Model; while also gaining an understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Students also learn how resiliency and fitness supports their development as an Army leader.

1

[ROTC](#)

MIL 101L : LEADERSHIP LAB

This lab provides hands-on, performance-oriented, practical exercises on the leadership principles and tactical knowledge taught in the classroom. This lab is a program requirement for advanced course cadets, and contracted cadets in the basic or advanced course. This lab is facilitated by Senior Cadets and supervised by Instructors. This lab prepares cadets for real-world application of the knowledge, skills and competencies required of Army Officers. This lab complements the instruction of basic and advanced course curriculum in a collective training environment where cadets of all levels interact and use the knowledge provided in classroom instruction. This course is conducted via reciprocal relationship with Wofford College Department of Military Science, and students will interact with cadets from Converse, Wofford and USC Upstate in a collective training environment at various locations. Credit for Leadership Lab is incorporated in the class credit.

Also listed as MIL 301L and MIL 401L.

0

ROTC

MIL 102 : FOUNDATIONS OF AGILE AND ADAPTIVE LEADERSHIP

This basic course introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills, such as, critical thinking, time management, goal setting, and communication, develop their leadership potential. Students learn the communications process, and the importance of leaders developing essential skills to effectively communicate in the Army. Students will begin learning the basics of squad level tactics, which will be reinforced with practical exercises during an optional weekly Leadership Lab facilitated by Senior Cadets and supervised by Instructors. Students also learn how resiliency and fitness supports their development as an Army leader.

1

ROTC

MIL 201 : LEADERSHIP AND DECISION MAKING

This basic course introduces Cadets to the Army Learning Area of Adaptability. The course outcomes are produced through Critical and Creative Thinking, and the ability to apply Troop Leading Procedures with innovative solutions to problems. The concept of the Army as a Profession is taught through leadership forums and self-assessment. Students are required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during optional Leadership Lab exercises and Field Training exercises. Cadets also learn how resiliency and fitness supports their development as an Army leader.

2

ROTC

MIL 202 : ARMY DOCTRINE AND TEAM DEVELOPMENT

This basic course focuses on Army doctrine and team development. Course curriculum teaches Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service. The ability to lead and follow is taught through Team Building exercises at the squad level. Students are required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during optional Leadership Lab exercises and Field Training exercises. Cadets also learn how resiliency and fitness supports their development as an Army leader.

2

ROTC

**MIL 301 : TRAINING
MANAGEMENT AND THE
WARFIGHTING FUNCTIONS**

This advanced course focuses on training management and the warfighting functions. It is an academically challenging course that requires cadets to study, practice, and apply the fundamentals of Training Management and Army Operations through the Warfighting functions. At the conclusion of this course, cadets will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. This course requires a mandatory Leadership lab each week with peer evaluation, facilitated by Senior Cadets and supervised by Instructors. Cadets also learn how resiliency and fitness supports their development as an Army leader.

3

ROTC

**MIL 302 : APPLIED LEADERSHIP
IN SMALL UNIT OPERATIONS**

This advanced course focuses on applied leadership in small unit operations. It is an academically challenging course requiring cadets to study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, cadets will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. This course requires a mandatory Leadership lab each week with peer evaluation, facilitated by Senior Cadets and supervised by Instructors. Cadets also learn how resiliency and fitness supports their development as an Army leader. Successful completion of this course prepares Cadets for the summer Advance Camp, which is a program requirement for Commission.

3

ROTC

MIL 401 : THE ARMY OFFICER

This advanced course focuses on development of the Army Officer. Cadets will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Additionally, cadets 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 cadets will teach, coach, and mentor subordinate Cadets, providing practical expertise in small unit operations. This course requires a mandatory Leadership lab each week with peer evaluation, facilitated by Senior Cadets and supervised by Instructors. Cadets also learn how resiliency and fitness supports their development as an Army leader.

3

ROTC

**MIL 402 : COMPANY GRADE
LEADERSHIP**

This advanced 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. Successful completion of this course prepares cadets for their first assignment as an Army Officer following degree completion and Commission as a Second Lieutenant. This course requires a mandatory Leadership lab each week with peer evaluation, facilitated by Senior Cadets and supervised by Instructors. Cadets also learn how resiliency and fitness supports their development as an Army leader.

3

ROTC

**PHYS ED 108 : FUNCTIONAL
FITNESS FOR LEADERS
[WOFFORD]**

This course is offered with instructor permission to cadets via a reciprocal relationship with Wofford College Department of Military Science. The Functional Fitness for Leaders physical education course is designed to develop your personal fitness in several physical attributes using differing but complementary modes of fitness. This course also provides novice experience on teaching fitness to others as a small group leader. The physical attributes addressed in this course include: anaerobic capacity, aerobic capacity, muscular strength, muscular endurance, flexibility, mobility, balance, power and speed. The modalities of fitness incorporated in this course include: conditioning training (running, plyometrics), strength training (weightlifting), functional fitness to include ground-level gymnastics (push ups, pull ups), and mobility work (stretching). The course is instructed three days a week in an inclusive group workout. All workouts can be adapted for any fitness level or capability. This course provides supplementary programming for additional workouts that can be completed individually to improve your fitness in additional areas--this supplementary work is optional and provided for free to students in the course looking for further development. The course uses a mobile app to broadcast the daily workouts; students will use a workout log (free app or journal) to track progress across the semester. The primary instructor is an Army Master Fitness Trainer and CrossFit Level 2 Trainer. Every group session is

augmented with additional coaches and trainers for safety and supervision.

1

ROTC