Graduate Studies is administered by the Executive Director of Graduate and Evening Studies. Policies and regulations governing the program are made by the Graduate Council upon recommendation from the departments which offer graduate degrees and post-baccalaureate credits. ANY PERSON enrolled in any course administered through the Office of Graduate Studies is subject to the policies and procedures outlined in this Graduate Studies Catalog. Additional policies not included here are included in the Furman University policies and procedures published on the university website. All apply. Students who are also university employees are subject to ALL applicable policies and procedures.

Correspondence should be directed to:

Furman University
Office of Graduate Studies
Herring Center for Continuing, Graduate, & Professional Education
3300 Poinsett Highway
Greenville, South Carolina 29613-1414

Telephone: 864.294.2213
Website: www.furman.edu/gradstudies
E-mail: <grad.studies@furman.edu>

Students should consult the University Catalog or the Furman University Graduate Studies office for information not provided in this catalog.

Dates written in parenthesis in this catalog indicate an information or policy change as of that date.
Furman University Graduate Studies
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Furman University

Furman University is a selective, independent, coeducational liberal arts college of 2,600 students located at the base of the Blue Ridge Mountains on a 750-acre campus in Greenville, South Carolina. Furman provides a distinctive undergraduate education encompassing the humanities, fine arts, social sciences, mathematics and the natural sciences, and selected professional disciplines. Furman emphasizes engaged learning, a problem-solving, project-oriented and research-based educational philosophy that encourages students to put into practice the theories and methods learned from texts or lectures. The university is committed to the education of the whole person. Over 90 percent of the faculty has earned doctoral degrees in their academic disciplines.

History

Furman University is named for Richard Furman (1755–1825), a prominent pastor in Charleston, South Carolina, who was president of the nation’s first Baptist Convention and a leader in Baptist higher education.

The university traces its roots to two academies established in the early nineteenth century: the Greenville Female Academy, a part of the Greenville Academy, was chartered in 1820; the Furman Academy and Theological Institution for men was founded in 1826 by the South Carolina Baptist Convention in Edgefield, South Carolina.

During its early decades, the Furman Academy moved first to Stateburg, then Winnsboro, South Carolina. In 1850, the school was chartered as Furman University and moved to Greenville. Eight years later its theological department became the Southern Baptist Theological Seminary, which eventually moved to Louisville, Kentucky. Between 1920 and 1932, the university included a law school, but for most of its history Furman has operated as a liberal arts college. In 1854, the Greenville Baptist Female College opened on the campus of the Greenville Academy. It was governed by Furman’s board of trustees until 1908, when it acquired its own board. In 1916, it became the Greenville Woman’s College. Furman was accredited in 1924 by the Southern Association of Colleges and Schools, and during that same year became a beneficiary of The Duke Endowment established by James Buchanan Duke. In 1933, Furman and the Greenville Woman’s College were coordinated under a single president and board. Furman broke ground for a new campus five miles north of Greenville in 1953, and five years later held its first classes on the present site. Furman received a chapter of Phi Beta Kappa in 1973. In 1992, formal ties with the South Carolina Baptist Convention ended, and the university became independent. Today, Furman ranks among the leading liberal arts institutions in the nation.

Mission

The primary mission of Furman as a liberal arts institution is to provide a distinctive education encompassing humanities, fine arts, social sciences, mathematics and the natural sciences, and selected professional disciplines. The Furman Advantage guarantees every student an unparalleled education that combines classroom learning with real-world experiences and self-discovery. This integrated four-year pathway prepares students for lives of purpose and accelerated career and community impact—demonstrating in concrete terms the value of a Furman education.

Vision for Herring Center for Continuing, Graduate, and Professional Education

Our vision is to be recognized nationally for enriching and transforming the lives and careers of our students across all life stages and environments through innovative, high quality education programs, which proactively advance the Furman Advantage and the rich history of engagement with the Greenville community.

Mission for Graduate and Evening Studies

Our mission is to demonstrate the relevance and value of a liberal arts education, and to establish Furman as a model for transformative student experiences for adult learners that include rigorous undergraduate and graduate courses, certificate, and degree programs that transcend the traditional model for student learning by expanding the experience into the real and virtual worlds.
Furman University
Graduate Studies

Furman first offered the Master of Arts degree in 1852 and since that time has usually had a small graduate program. The present graduate programs date from the late 1800s when a Chemistry Department was formed and offered an advanced degree. Today, Furman offers graduate programs in chemistry, education and community engaged medicine, though additional degree programs are being planned. The Office of Graduate Studies is housed in the lower level of the Herring Center for Continuing, Graduate, and Professional education. Furman’s graduate programs contribute significantly to the improvement of quality of life in the larger “community” of which Furman is a part.

Graduate Offerings
Furman offers baccalaureate degree holders graduate courses leading to:
- a master of arts or master of science degree
- an education specialist degree
- master’s plus 30 credits
- recertification
- an added area of licensure (education only)
- professional development (education and medicine)
- post-baccalaureate certificates

Course Credits/Designations
Furman University offers courses for semester credit, ranging from one-credit courses and workshops to standard three- and four-credit courses. Undergraduate courses are numbered 100–499 and usually carry four credits; graduate courses are numbered 600–999 and usually carry three credits. 600-level courses are typically foundation and introductory courses. 700-level are intermediate and pedagogy-related courses. 800-level courses are advanced, content courses. 900-level course designations are reserved for practica and internships and are typically offered at the end of a program after prerequisite courses have been completed. With approval by the graduate advisor and the appropriate department chair, upper level courses numbered 300 and above in the undergraduate schedule may be taken for graduate credit. Additional information is found in the Programs of Study section of this catalog.

Furman University’s Graduate program in Education is geared toward part-time candidates who are full-time, professional educators. Graduate programs in Chemistry and Community Engaged Medicine are designed for full-time graduate students who may be enrolled in day, afternoon, or evening courses. Full time status in the graduate program at Furman is 6 or more credits per term (Fall, Spring, Summer). Half time status is considered as 3 credits per term.

Graduate Course Prefixes
- Chemistry (CHEM)
- Community Engaged Medicine (CEM)
- Early Childhood Education (EDEC)
- Extended Program in Education (EDEP)
- Literacy Education (EDRD)
- Special Topics (EDSP)
- Exceptionalities in Education (EDEX)
- School and Educational Leadership (EDSL)
- TESOL (EDOL)
- Educational Foundations (EDFD)
- Curriculum and Instruction in Education (EDCI)

Academic Year/Calendar
The academic year at Furman presently consists of three terms. The fall and spring terms are fourteen weeks long. Summer term lasts ten weeks but may be subdivided depending upon the program. During the fall and spring terms, evening classes in the graduate program in education generally meet once weekly. Courses in Chemistry and CEM may meet two to three times per week or more during the day or evening. The summer term at Furman consists of one or two sessions depending upon the degree program. Courses for graduate students are offered in a variety of formats. A course schedule for fall and spring terms is published each spring and is available in the Office of Graduate Studies or online at <www.furman.edu/gradstudies>. A course schedule for summer sessions is published each winter and is also available in the Office of Graduate Studies or online at <www.furman.edu/gradstudies>.

Accreditation
Furman University is accredited to award bachelor’s degrees, master’s degrees, and the educational specialist degree by the Southern Association of Colleges and Schools Commission on Colleges. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call 404-679-4500 for questions about the status of Furman University. Furman is a member of the Southern University Conference, Association of American Colleges and Universities, and the South Carolina Association of Colleges. The Teacher Education Program and Office of Graduate Studies in Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is subject to its regulations and guidelines. The Chemistry Department is a member of the American Chemical Society (ACS). The Office of Graduate Studies
is a member in good standing of the Council of Graduate Schools and the Conference of Southern Graduate Schools.

**Student Information and Procedures**

Students interested in enrolling in the graduate studies programs are encouraged to confer with the Associate Director for Graduate Studies or the specific, individual graduate program directors about procedures for admission prior to completing the application for admission.

**Admissions**

See specific admission requirements for each degree program on their respective pages.

**Transient Students**

Students studying for a degree at another institution must be eligible to return to that institution when registering for graduate courses at Furman. Prior to registration, they should present a statement from the institution to which graduate credits are to be transferred indicating that the student is in good standing and that the course(s) will transfer to the home institution.

**Auditors**

Graduate degree candidates who wish to audit a course may register as an auditor and pay one-half the graduate tuition charged for the course. Auditors may not change to credit status after the final date for dropping courses, nor may they change from credit status to audit status after that date.

**Attendance**

Instructors establish and announce attendance requirements for their courses. Graduate degree candidates are expected to attend every class and participate in all activities. Absence from class results in missing important classroom instruction and discussion. If an attendance policy is not specifically stated on the syllabus, Furman University’s graduate studies policy will be enacted as follows: A student will be dropped from the course if absent 15 percent or more of the class meetings. A grade of F will be recorded unless the absences were due to providential reasons, in which case a grade of W may be assigned after consultation with the Executive Director of Graduate & Evening Studies.

**Course Work**

Graduate degree candidates must complete an approved program of study consisting of a minimum of 33 credits of graduate work with an overall B (3.0) average). The Department awarding the degree and the Office of Graduate Studies reserve the right to make substitutions in a given program of study as deemed appropriate.

**Academic Status**

Students earning a final grade of C+ or lower in a graduate course will be notified of their current academic status including possible academic probation. Graduate credit will not be recorded for students earning grades of C- or below. Anyone with a cumulative GPA below a 3.00 will face academic probation and/or possible program expulsion. A student earning a “C” grade in one of the first three courses in her/his respective degree program is required to meet with the program coordinator, while a student earning any type of marginally passing (D+, D, or D-) or failing (F) final grade in a graduate course will be immediately removed from his/her program of study.

(6/14/13)

**Grade Point Average**

When assigning final grades, faculty may utilize plus and minus grades. All grades correspond to quality point values that determine a student’s GPA. For each hour attempted, letter grades earn quality points as follows:

- A+ = 4.0
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F = 0
- I = 0
- NR = 0

The grade point average is computed by dividing the total quality points on work attempted at Furman by the number of credits attempted, except for courses with W, I, NR, TS, P, PD or NP. With the exception of EDFD 879, Master’s Seminar in Education, for which grades are pass/fail, graduate candidates are graded on the above scale. A grade of “I” signifies that the work of the course has not been completed or the examination has been deferred because of illness or some other cause beyond the control of the student. A grade of “W” signifies that the graduate candidate has withdrawn by the official drop date. A grade of “NR” indicates that no grade was reported by the instructor at the end of the grading period. A grade of “I” must be changed and the change reported by the professor to the Office of Graduate Studies no later than 40 days after the end of the term in which the “I” was assigned. If an “I” is not changed by the time indicated, it automatically becomes an “F.”

**Time Limitation**

All work for the master’s degree, including transferred credit, must be completed within a period of six years.
Academic Regulations

ANY PERSON enrolled in any course administered through the Office of Graduate Studies is subject to the policies and procedures outlined in this Graduate Studies Catalog. Additional policies not included here are included in the Furman University policies and procedures published on the university website. All apply. Students who are also university employees are subject to ALL applicable policies and procedures.

Graduate Credit

Courses numbered 600 and above are taken for graduate credit only. Undergraduate courses numbered 300–499 may be taken for graduate credit with the permission of the graduate program coordinator or advisor, the course instructor, and the department chair. When graduate credit is awarded for a course which normally carries undergraduate credit, the professor shall require additional readings, papers, or other appropriate assignments, and shall evaluate the student’s work according to standards appropriate for awarding graduate credit. See the Furman University Catalog for descriptions of undergraduate courses. Graduate course descriptions are enclosed.

Transfer Credit

Not more than six hours of graduate credit verified by an official transcript may be transferred from another institution. Graduate credit is not given for correspondence work, professional development courses, or for portfolios of professional experience. Graduate credit is not transferred for a grade below B unless the college or university granting the credit recognizes the grade for graduate credit.

Registration

Course registrations and tuition payment are submitted to Furman’s Enrollment Services Center. During the academic year and the summer session, first-term graduate degree candidates may register by mail, fax, or in person. Online registration is strongly encouraged for continuing students and is available for those paying by credit card or e-check. Please see our website for instructions. Full tuition payment is required at registration. The university reserves the right to restrict enrollment in a course and to withdraw a course, create a new section of a course, or cancel a course for reasons deemed necessary. Registration forms may be found online at <www.furman.edu/gradstudies>.

Late Registration

Those who miss the registration deadlines may still register for classes in which space is available by coming in person to the Enrollment Services Center in Furman Hall prior to the end of the official add/drop period. There is an additional $100 fee for late registration. Absence caused by late entrance into a course will count in the student’s attendance record.

Withdrawal from Course(s)

After conferring with the professor and the academic advisor, students may withdraw without a grade from an evening course before the second class meeting. Graduate candidates taking a course that meets daily or 2-3 days per week may withdraw without a grade during the first five days of classes. After this time a graduate candidate, or student taking a graduate course, may not withdraw from a course without permission from the Executive Director of Graduate & Evening Studies. Regulations regarding withdrawal also apply to students enrolled in courses taught off campus.
Academic Regulations

(continued)

Withdrawal from Program
Graduate candidates enrolled in the graduate program who do not register for a course in two consecutive grading periods (Fall, Spring, Summer) will automatically be withdrawn from the program. To re-enter the program, students are required to submit a letter of re-application to the Executive Director of Graduate & Evening Studies and to meet with a Graduate Studies advisor.

Those students who voluntarily withdraw from the program must do so in writing to the Director of Graduate Studies. Withdrawal during the term must take place before the withdrawal date to drop with a “W,” and may or may not result in a refund for enrolled courses depending on the published schedule. To gain re-admittance, candidates must re-apply to the program using the graduate application. If a period of seven years or more has passed since original enrollment, students may be required to re-take already completed courses in the program.

Appeals
Appeals procedures for graduate candidates are comparable to those for undergraduates but involve the following: A graduate candidate who has a question concerning a grade should discuss the matter with the instructor as soon as possible. After such consultation, if the graduate candidate believes that the assigned grade resulted from error or malfeasance, the grade may be formally appealed. All appeals should be presented in writing to the Executive Director of Graduate & Evening Studies. All grade appeals must be initiated no later than the end of the second regular term following the completion of the course for which the grade appeal is being made. The burden of proof lies upon the graduate candidate to show that a mistake was made or that a grade given was “arbitrary and capricious, irrational, made in bad faith or contrary to Constitution or statute” (Susan M. v. New York Law School, 556 N.Y.S. 2nd 1104. Court of Appeals of New York, 1990). The graduate candidate will be notified in writing of all decisions concerning appeals.

Appeals concerning academic regulations or requirements are directed in the following order:

- Executive Director of Graduate & Evening Studies
- Chair of the Department
- Graduate Appeals Committee
- Graduate Council
- Senior Associate Dean for Academic Affairs

Academic Honor
Furman expects every student and graduate degree candidate to maintain high standards of personal honor and to be certain that all academic work is the result of his or her own effort or that of authorities properly identified. If students are uncertain about what constitutes plagiarism or any other form of academic dishonesty, it is their obligation to consult their teachers so they fully understand what is expected. Academic dishonesty is subject to severe penalties. Students charged with academic dishonesty or plagiarism may follow the appeals process.

Academic Transcripts
After completing course requirements for the degree, alumni are responsible for having transcripts sent by the Registrar’s Office (6/28/13) to the appropriate graduate school, school district or the Department of Education in the state in which they are licensed. Official transcripts reflect the student’s complete academic record and are issued with a $5 charge. Requests for official transcripts should be submitted electronically to the Enrollment Services Office. (6/28/13) A request may be submitted on-line at <http://www.furman.edu/registrar/records.html>. Office hours are 8:30 a.m. to 5 p.m. weekdays. Telephone number is 864.294.2030. Official transcripts will be issued with the written authorization of the student. Transcripts will not be issued for a student who has a financial obligation to the university.
Code of Conduct

Integrity Pledge: It is the desire of Furman University to unite its members in a collective commitment to integrity. In so doing, Furman University strives to teach its members to live lives of humility, respect, and responsibility. Therefore, it is the expectation that all members of the Furman University community will conduct themselves with integrity in all endeavors. In honoring these values and ideals as Furman University's foundation, it is with utmost faithfulness and dignity that I will ascribe to them.

Any person enrolled in any course administered through the Office of Graduate Studies is expected to uphold the university’s Integrity Pledge and to follow its Code of Conduct (http://www2.furman.edu/studentlife/studentlife/studenthandbook/Pages/StudentConductCode.aspx).
Furman Resources for Graduate Candidates

**ID Cards**
Graduate degree candidates need to have a photo ID to be able to access certain Furman resources (such as checking out materials from the James B. Duke Library or using Furman’s Physical Activities Center). Photo IDs are made at the Enrollment Services Center in the administration building. The office is open from 9 a.m.—5 p.m. Photo IDs are made at no cost to the student; however, if the ID is lost, the cost to replace it is $20.

**Libraries**
The Furman University Libraries contain more than a million items, including over 400,000 bound volumes, the complete ERIC microform collection, and access to articles in 14,000 print and online journals. Students can search over 100 research databases, including Education Full Text and ERIC. Access to the library catalog, databases, and online journals is available off campus through a Furman network login account. A current Furman ID is required to check out books and other items. Items not available in the Furman library may be borrowed via a consortium of South Carolina academic libraries, called Pascal Delivers, and interlibrary loan at no charge.

The James B. Duke library serves as the main campus library and houses materials on education and children’s literature and curriculum collections. The Maxwell Music Library, in the Herring Music Pavilion, and the Science Library serve the needs of students in music and the sciences respectively. The hours for each library including break and holiday schedules, are posted at the entrance and on the library website at <http://library.furman.edu>.

**The Collaboratory for Creative Learning and Communication (CCLC)**
The CCLC offers assistance with all forms of technology and communication. Located just off the Multimedia Commons on the lower level of the Library, the CCLC is staffed by student consultants who can assist you in learning to use many different technologies, including editing images, audio, and video, and designing for the web and other media. In addition to 11 iMac computers running both Mac OS X and Windows XP, the CCLC has scanners, DVD players and burners, analog-to-digital video conversion equipment, and video cameras available for in-house use; we also have video cameras available for check-out. In addition to cutting-edge technology, the CCLC offers clients the opportunity to improve their writing through one-on-one writing consultations with student consultants. We’re ready to help at any stage of the process—from brainstorming to revision. For more information, email <jen.haldeman@furman.edu> or visit the CCLC’s website at <http://cclc.furman.edu>.

**Bookstore**
The Furman University Store, located on the ground level of the University Center, carries textbooks and supplies, clothing with the Furman imprint, and other miscellaneous items. Checks, VISA, MasterCard, and American Express are accepted for the amount of purchase.

**Office of Career Services**
Career planning services are available to graduate degree candidates. Located in the University Center, the Office of Career Services administers career inventories, maintains a comprehensive alumni network http://www.furman.edu/ocs/, assists in educating students about job-search strategies, and aids in the placement of graduates. Interested persons should contact the office for more information regarding services and programs.
Furman Resources

(continued)

Campus Map
The Furman campus map is available online at <www.furman.edu/campusmap>. Printed maps are also available in specially marked kiosks on campus.

Dining Services
The PalaDen food court is located on the ground level of the University Center. Meals are available in Daniel Dining Hall on a cash basis. Hours are limited.

Financial Aid
Financial assistance is available to qualified graduate degree candidates through the Financial Aid Office. (See additional information on following pages.)

Parking Permits
Graduate degree candidates must park in the parking lot on either side of the Charles E. Daniel Memorial Chapel. All students taking graduate courses on campus must have a Furman parking permit. Students must complete the online parking registration form (http://www.furman.edu/sites/UniversityPolice/Pages/Parking-Information.aspx). There is a $10 annual fee for parking; vehicles without permits will be ticketed. Permits will be mailed to students.
Financial Aid (updated 1/8/14)

Furman University students enrolled at least half-time (3 credit hours) in the Graduate Studies program may be eligible for financial aid in the form of federal and state loans to help finance their educational costs. In order to borrow, students must be officially enrolled as degree-seeking graduate students, per the Registrar’s Office and the University Registrar. Eligibility for the Federal Direct Loan is first established by a student completing the Free Application for Federal Student Aid (FAFSA).

Steps to apply for financial aid:
1. Apply to and be accepted for admission as a degree-seeking student to the Graduate Program at Furman University.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at <www.fafsa.ed.gov>; be sure to follow all instructions, including obtaining a Personal Identification Number (PIN) from the FAFSA web site; The Title IV Code you must use for Furman to receive the results of the FAFSA is 003434.
3. Complete the Graduate Application for Financial Aid, available at the Graduate Studies website or Graduate Studies flash drive; you may also obtain a copy from either the Office of Graduate Students or the Office of Financial Aid.

Direct Loan
Federal Direct Loans are educational loans made to students based on need as determined by the Free Application for Federal Student Aid (FAFSA). Graduate students may be eligible to borrow up to $20,500 each academic year in the form of an unsubsidized loan where the student is responsible for paying the interest while enrolled at least half-time.

Six months after graduating or dropping below half-time, the student begins repayment on the Federal Direct Loan. The current interest rate for the Federal Unsubsidized Direct Loan is 5.41%.

To apply for a Direct loan:
- Complete the FAFSA <www.fafsa.ed.gov> and have the results sent to Furman (school code 003434).
- Complete the Graduate Studies Application for Financial Aid and send it to the Office of Financial Aid.

Please note:
1. Direct loans will be processed electronically.
2. If this is your first Direct loan at Furman University, you must electronically sign a Master Promissory Note (MPN) at www.studentloans.gov. If you currently have an MPN on file, you will not need to complete another one.
3. All first-time borrowers through the Federal Direct Student Loan Program must also complete entrance counseling at www.studentloans.gov before their funds can be disbursed. An exit interview www.studentloans.gov must be completed prior to separation from the university.

South Carolina Teachers Loan
The South Carolina Teachers Loan is available to students planning to teach in one of the critical subject areas or in a depressed geographical area as designated by the state. Graduate students are eligible to borrow up to $5,000 each academic year and must maintain a 3.5 GPA. A prerequisite for eligibility is the successful completion of the EEE or Praxis I Exam. Application forms for the South Carolina Teachers Loan are available in the Office of Financial Aid. The priority filing deadline is April 30. However, SC Student Loan will continue to accept applications until funding for the programs is exhausted.

South Carolina Teachers Program for Career Changers
The South Carolina Student Loan Corporation has a Teacher Loan Program for career changers. All applicants must have been employed for a minimum of three years. Also, the student must have completed a baccalaureate degree at least three years ago or have worked as an instructional assistant in South Carolina public schools. If you meet the criteria, please contact the Office of Financial Aid for an application and further details.

Please note:
If the number of projected credits taken should change, please contact the Office of Financial Aid to determine if your financial assistance will be revised.
Financial Aid
(continued)

- A student whose Direct loan amount exceeds the cost of tuition may request a refund.

- Students who withdraw from the university before 60% of the term has been completed and who have federal aid may owe a balance.

For further information, please contact the Office of Financial Aid, Administration Building, Room 103, telephone 864.294.2204 or email <financial.aid@furman.edu>.

Satisfactory Academic Progress Policy for Graduate Students Receiving Federal Title IV Financial Aid

All graduate students must meet Satisfactory Academic Progress (SAP) requirements to receive Federal Title IV financial aid at Furman University. Federal regulations require each institution to have a SAP policy, which establishes the minimum standards that must be applied consistently to all students. Students who fail to meet SAP will not be eligible for the Title IV aid.

Federal aid programs affected are Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loan and Federal Work Study. Students receiving federal aid will be evaluated at the end of each academic year. A student who is not making SAP will be notified by the Office of Financial Aid and may submit an appeal if extenuating circumstances led to the student’s failure to maintain SAP.

Explanation of Requirements

The university measures your academic performance based on three standards: grade point average (GPA), pace and maximum time. See below for a detailed description.

Grade Point Average: A student cannot graduate with a GPA below 3.0. You may be dismissed from the degree program or provisional status will be invoked if you receive a grade less than “C” or if you receive more than two grades of “C” balanced by two grades of “A” in the program. In addition, you will receive a notice of academic warning upon receiving a grade of “C” in any two graduate courses or if your GPA falls below 3.0. (Monitored by: Office of Graduate Studies)

Pace: A student must have earned a minimum of 75% of all hours attempted after each academic year. This calculation is performed by dividing the number of credit hours earned by the number of credit hours attempted. Credit hours attempted include all work at Furman plus any credit hours earned elsewhere that contribute toward the degree are not used in computing grade point averages. (Monitored by: Office of Financial Aid)

Maximum Time: You must complete all requirements within six years from the date of registration for the first course in the graduate program. (Monitored by: Office of Graduate Studies)
Requirements for the Master of Science in Chemistry

Chemistry provides the opportunity for Bachelor of Science (B.S.) graduates to continue their study at the master's level. The Master of Science (M.S.) curriculum is part of a five-year program in which a student typically earns the B.S. after four years. The student may receive graduate credit for certain courses completed during the fourth year, but must earn a B.S. before formal admission to the graduate program, normally at the beginning of the fifth year.

All M.S. degree candidates must present a thesis based on approved research.

The program is intended to extend the broad introductory curriculum which constitutes the B.S. requirements to the master's level and help undergraduates get involved earlier and more extensively in research. At the graduate level, formal courses are kept to a minimum. The emphases on the research experience and the development of facility with current literature are structured to prepare students for participation in doctoral programs.

Although the program has been organized to specifically benefit students who earn the B.S. degree at Furman, students from other institutions with strong undergraduate credentials may be considered for admission.

ADMISSION

Admission to Graduate Level Courses

A senior enrolled in the B.S. program at Furman may elect to enroll in certain courses that may contribute to the graduate degree. The student must present credentials that would qualify him or her for admission to a quality graduate program. Students not enrolled at Furman must present acceptable undergraduate credentials in chemistry courses completed during their senior year.

Admission to Graduate Program

Furman seniors may apply for admission upon successful completion of the B.S. degree. Favorable recommendation will be contingent upon satisfactory performance in chemistry courses numbered 400 or greater. All other students may apply for admission by presenting acceptable preparation in their undergraduate programs and satisfactory scores on the Graduate Record Examination.

Once admitted, the student will be assigned to a graduate committee that will approve a course of study, research problem and thesis. This committee will include a faculty member who will direct the student's research problem and at least one additional faculty member appointed by the department chair.

DEGREE REQUIREMENTS

Admission to Candidacy for the M.S. Degree

The departmental committee will recommend that the student be admitted to candidacy for the M.S. degree at the end of the first term as a degree-seeking graduate student, based on:

- satisfactory performance in all courses
- satisfactory progress on a research problem
- review examinations and the cumulative examination series

A student not making satisfactory progress toward candidacy may be asked to terminate graduate studies.

Academic Status

Students must have at least a 3.00 cumulative grade point average in all graduate work for the master's degree.
Research and Thesis

Students must be enrolled in CHM-705 in the term immediately preceding completion of the degree program. Credit for CHM-702 and CHM-705 is earned when the student thesis and its defense has been approved.

Examinations

Students are required to show satisfactory performance in the following examinations:

- Undergraduate review examinations are periodic examinations in analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry and biochemistry.
- Cumulative examinations conducted monthly during the academic year are based on departmental seminars and literature readings. Students must pass only a limited number of these examinations, but must complete all examinations during a given year until the requirement is satisfied.
- The final examination requires candidates to pass an oral examination consisting of a defense of thesis.
- Special examinations may be required of any candidate who fails to achieve a satisfactory overall performance in the graduate program. The requirement is to be specified by the student's graduate committee and the chair of the department. The student will be informed of the nature and reasons for the examination and will be permitted adequate time to prepare.

Seminars

All graduate students are required to participate in the departmental seminar and literature reading. Students will formally enroll in CHM-675 at least twice. However, they are expected to continue to participate in the seminar program until the cumulative examination requirement is completed.

Residence Requirements

A minimum residence of one academic year of graduate study is required and all work for the M.S. degree must be completed within a period of no more than six calendar years.

Typically, only credit earned through Furman can contribute to the award of the M.S. degree. Courses completed elsewhere cannot normally be considered for transfer to the graduate program.

Assistantship Responsibilities

Students must complete assigned assistantship duties in a satisfactory manner to remain enrolled.

Master of Science Chemistry

Program of Study (32 credits minimum)

Eight or More Credits in Any Approved Combination of Advanced Courses:

CHM-410: Quantum Chemistry (4)
CHM-420: Advanced Topics in Organic Chemistry (2)
CHM-430: Advanced Topics in Inorganic Chemistry (2)
CHM-440: Environmental Chemistry (4)
CHM-450: Advanced Materials Chemistry (2)
CHM-460: Biological Chemistry (4)

AND, ALL of the following courses offered ONLY to Graduate Students:

CHM-670: Topics in Chemistry (4)
CHM-675: Graduate Seminar in Chemistry (4 credits- twice)
CHM-702: Research (variable credit, at least twice)
CHM-705: Thesis (variable)
Course Descriptions

CHEMISTRY

(CHM)

410 Quantum Chemistry (4 credits)
*Prerequisite: CHM 310 and MTH-160*
An exploration of the origins of quantum theoretical concepts and formalisms. Applications to systems that can be solved exactly (model systems and H atom). Various computational methods used to find suitable approximate solutions for more complex real chemical systems (valence theory).

420 Topics in Organic Chemistry (2)
*Prerequisite: CHM 220*
Investigation of the relationship between structure and reactivity in organic chemistry. Advanced topics include: structural types, bonding theories, reaction types, energetics, and synthetic methods as applied to organic molecules and materials.

430 Advanced Topics in Inorganic Chemistry (2)
*Prerequisite: CHM 310*
Investigation of the relationship between structure and reactivity in inorganic chemistry. Advanced topics include: structural types, bonding theories, reaction types, energetics, and spectroscopy as applied to transition metal complexes, organometallic complexes, solid state materials, and bioinorganic species.

440 Environmental Chemistry (4)
*Prerequisite: CHM 240 GER:NE (Humans & the Natural Environment)*
Advanced study of chemical processes and chemical measurements as they relate to environmental systems and environmental assessment. Topics include: risk assessment, statistical sampling, atmospheric chemistry, water/soil chemistry, toxicology, waste disposal and energy utilization. Includes environmental measurements laboratories.

450 Advanced Materials Chemistry (2)
*Prerequisite: CHM-120*
Introduction to the logical strategies for creating new materials. Discussions cover semi-conductors, soft-materials (polymers), nanostructured materials and techniques for materials characterization.

460 Biological Chemistry (4)
*Prerequisite: BIO-111, CHM-220, CHM-240, PHY-111*
Analysis of biochemical systems from a rigorously-chemical viewpoint. Topics include: the chemical properties of biological macromolecules, enzyme kinetics and thermodynamics, reaction mechanisms in metabolic pathways, and structural and functional aspects of gene expression. Laboratories involve contemporary methods in biochemistry including high-resolution gel electrophoresis and enzyme kinetic assays.

670 Topics in Chemistry (4 credits)
Topics important in various fields of modern chemistry designed as a tutorial to meet the special needs of individual students.

675 Graduate Seminar in Chemistry (4- twice)
Students present seminars based on current literature. Surveys of assigned journals are presented individually; more detailed presentations are made by small groups.

702 Research (variable)
Original laboratory research.

705 Thesis (variable)
Master’s Thesis.
Requirements for the Master of Arts and Education Specialist degrees in Education

The Master of Arts program is designed primarily for certified teachers. Those seeking initial certification may be required to take undergraduate courses that do not apply toward the master’s degree (See Initial Certification below for more information).

Education Degree Candidates Initial Admission

In order to be admitted into the graduate program of study, a person must have:

- graduated from an accredited institution or a teacher education program that is recognized by the South Carolina Board of Education and have satisfactorily completed an accredited program of initial teacher certification (7/22/14)
- currently enrolled Furman students, who have satisfactorily completed all senior block courses, to include the practicum experience, and are eligible to enroll in the Teaching Internship (EDEP 670), may gain provisional graduate admittance for study in summer session prior to the completion of the teaching internship. Successful completion of all senior block courses is required before students are allowed to enroll in graduate level courses (7/26/14)
- an undergraduate minimum GPA of 2.75 (3.0 preferred) or permission of the director of graduate studies in education (4/11/17)
- completed the graduate application form (GS1A included), accompanied by a one-time, non-refundable application fee
- two completed recommendations (GS1B forms included) by persons familiar with the candidate’s teaching (e.g. principal, assistant principal, immediate supervisor)
- Praxis II scores for all areas of certification held at entry to the graduate program
- a photocopy of current teaching certificate
- official transcripts from all colleges/universities attended

Program Continuation

Once admitted, graduate degree candidates must meet with an advisor in the Office of Graduate Studies to plan a preliminary program and complete a Program of Study worksheet (GS2 included). At this time, the graduate degree candidate will be assigned a faculty contact person.

In order to continue in the graduate program and a specific concentration, graduate degree candidates must have:

- successfully completed 9 hours of graduate courses at Furman University (three courses with at least one core course, either EDFD 602 or EDFD 604) with a cumulative GPA of 3.00 or greater. If a student earns a grade of C+, C, or C- in one of the first three courses in the program prior to Admission to Candidacy and/or has a cumulative GPA lower than 3.00, he or she must meet with the program coordinator and the Director of Graduate Studies (4/8/13)
- completed the Admission to Candidacy Form (GS3 included) and obtained program coordinator’s signature
- an official transcript from all colleges/universities attended
- successfully completed 9 hours of graduate courses at Furman University (three courses with at least one core course, either EDFD 602 or EDFD 604) with a cumulative GPA of 3.00 or greater. If a student earns a grade of C+, C, or C- in one of the first three courses in the program prior to Admission to Candidacy and/or has a cumulative GPA lower than 3.00, he or she must meet with the program coordinator and the Director of Graduate Studies (4/8/13)
- completed the Admission to Candidacy Form (GS3 included) and obtained program coordinator’s signature
- an official transcript from all colleges/universities attended

Program Completion/ Degree Audit

A graduate degree candidate must complete a Program Completion/Degree Audit Form (GS4 included) and return it to the Office of Graduate Studies with his/her program coordinator’s signature. The Office of Graduate Studies will audit the form to ensure that required courses have been completed and that the candidate has maintained a 3.0 GPA (B average) for the sequence of courses. This form should be completed by the fall registration deadline for those students planning to graduate at the end of spring term. For those graduating at the end of Summer II, the GS4 is due by the spring registration deadline. All MA candidates, beginning with program completers graduating in May 2018 and August 2018, are now required to register for and meet the minimum requirements of the Praxis II exam for their degree concentration as part of their degree audit. (4/11/17)

Program Completion/Graduation

The graduate degree candidate will complete the Intent to Graduate Form (GS5 included) and return it to the Office of Graduate Studies, along with the Program Completion/ Degree Audit Form (GS4 included).

Failure to submit the GS5 on time (fall or spring term registration deadline, depending on date of anticipated graduation) will necessitate payment of a late fee and may also delay a student’s graduation.
At the end of EDFD 879 when the graduate degree candidate has successfully completed the degree portfolio, he/she will also receive and complete a survey from the Office of Graduate Studies. This survey requires the graduate candidate to complete a self-assessment based on content knowledge, pedagogical skills, and dispositions related to the program’s conceptual framework and national standards of the Specialty Professional Association (SPA).

**Steps to an MA: Quick View**

1. Preliminary Conference—OGS
2. GS1—Application/fee/transcript/recommendations/Praxis scores/teaching certificate
3. GS2—Acceptance/official conference OGS
4. GS3—Admission to Candidacy—
5. GS4—Program Completion/Degree Audit, begin practicum/internship
6. GS5—Intent to Graduate Form, complete EDFD 879 and survey
7. GRADUATION

**Educational Specialist Requirements**

In order to be admitted to the Educational Specialist Degree program in Educational Leadership, a candidate must have:

- A Master’s degree in school leadership or educational administration and supervision from an accredited college or university
- A graduate minimum GPA of 3.0 or higher
- A valid South Carolina Professional Certificate at the elementary, middle, or secondary level in elementary administration and supervision or secondary administration and supervision.
- Minimum qualifying score of 590 prior to September 2010 or 145 after September 2010 on the Praxis II area examination in Educational Administration, as required by the State Board of Education
- Two completed recommendations by current or former supervisors, or persons familiar with the candidate’s leadership qualifications (one must come from the district level)
- Completed the graduate application form
- Official transcripts from all colleges/universities attended

To be recommended for the Ed.S. degree requires completion of all program requirements including all courses and the internship, and a minimum GPA of 3.0 in the program.

**Non-degree Students**

Individuals who have earned teacher certification and are not pursuing a master’s degree are considered non-degree students when they enroll for any of the following reasons:

- to earn credit for certificate renewal;
- to add certification in another area; or
- to earn credit for the master’s plus 30 credits (Class I Specialist certificate classification) following South Carolina Department of Education guidelines.

To be admitted as a non-degree student, an individual should:

1. submit the Non-Degree student application (GS1A-ND) to the Office of Graduate Studies, accompanied by a one-time, nonrefundable application fee (see enclosed application and fee schedule)
2. submit a transcript from each college/university attended (a photocopy is acceptable)

Non-degree students may change their status to degree candidates by meeting with an appropriate advisor in the Office of Graduate Studies and then following the steps outlined in the degree program above.

**Initial Certification—Special Students**

Individuals who hold bachelor’s degrees are classified as special students (or post-bachelor’s students) when they enroll to earn initial teacher certification following Furman University’s approved undergraduate Teacher Education Program (see the Teacher Education Program Guide available in the Department of Education, Hipp Hall). Students seeking initial certification should bring an unofficial transcript to the Office of Graduate Studies and have a preliminary conference with a counselor. Students may also mail a transcript with appropriate cover letter, although additional information may be required at the time of interest. An initial student file and course checklist will be sent to the appropriate educational area for review. Once that is completed, the student will have a formal appointment with the education faculty advisor to examine the scope and sequence of the program and complete the GS2.

At that point, if he/she wishes to enroll as a special student, he/she will pick up a Special Student Application Packet in the Education Department.

**Admission as a Special Student**

To be admitted as a special student, an individual should:

1. submit the graduate application (GS1A) to the Office of Graduate Studies, accompanied by a one-time, non-refundable application fee
2. submit the application for admission to the teacher education program to the Education Department
3. submit a transcript from each college attended (a photocopy of the transcript is acceptable)

The initial application will be forwarded to the Admissions Committee of the Education Department for review. At the time of acceptance, the special student will be assigned a faculty advisor.

**Teacher Licensure**

Many concentrations in the graduate education program of study correspond to South Carolina certification requirements. If you wish to
add another teacher endorsement/certification area, consult the South Carolina Department of Education’s Division of Teacher Quality for information on course requirements and on requirements for the Praxis or the South Carolina Teaching Area Examination. Please consult the South Carolina Department of Education’s website at <www.ed.sc.gov>. If you are seeking certification in another state, you should consult the department of education in that state, as certification requirements may differ.
EDUCATION

Masters of Arts Concentration:

School Leadership

Program of Study (39 credits)

Core (6 credits of required study)
EDFD 604: Statistics and Measurement in Education (3)
EDFD 606: Research in Education (3)

Concentration (30 credits of required study)
EDSL 718: Organization and Control of American Schools (3)
EDSL 719: Leadership in Educational Organizations (3)
EDSL 727: Strategic Planning and Thinking in Education (3)
EDSL 730: Designing and Implementing Curriculum (3)
EDSL 825: Schools and the Law (3)
EDSL 840: Supervision and Instructional Leadership (3)
EDSL 823: School Finance (3)
EDSL 849: The Principalship (3)

Prerequisites: EDSL 718 and 719
Must be taken just prior to or concurrently with the internship

EDSL 971E: Internship in Elementary School Administration* (3)
EDSL 972E: Internship in Elementary School Administration* (3)

May be taken concurrently only with EDFD 879
OR

EDSL 971S: Internship in Secondary School Administration* (3)
EDSL 972S: Internship in Secondary School Administration* (3)

May be taken concurrently only with EDFD 879

*For all levels of the internship: All courses in the school leadership sequence must be completed prior to the end of the internship, which is a year-long experience.

Exit Requirement (3 credits)
EDFD 879: Master’s Seminar in Education (3)

Must be last course in degree program
May be taken concurrently only with EDSL 972E/S

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)

In order to be recommended by Furman University for SC certification in this area, candidates must:

- Have a valid South Carolina teacher’s Professional Level Certificate at the appropriate level (K–8) or (7–12).

- Have three years of teaching experience, including at least one year at the level of the certificate for which the individual is applying. (Elementary grades: K–8; Secondary grades: 7–12.) Students certified to teach at the elementary level should enroll in the elementary school leadership program, and students certified in a subject taught in high school should enroll in the secondary school leadership program. Persons wishing to become certified in administration at a level different from their teaching certification area will need to add the appropriate teaching credential and consult the graduate advisor for the course(s) needed in school leadership. Persons holding valid teaching credentials in both elementary and secondary may select either elementary or secondary school leadership.
Masters of Arts Concentration:

Literacy

Program of Study (36 credits)

Core (9 credits of required study)
EDFD 604: Statistics and Measurement in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)

Concentration (21 credits of required study)
EDRD 640: Foundations and Current Trends in Literacy Research and Practice (3)
EDRD 641: Teaching Reading and Writing in Content Areas (3)
EDRD 729: Literacy Methods and Instructional Strategies (3)
EDRD 747: Critical Survey of Children’s Literature (3)
OR
EDRD 748: Critical Survey of Literature for Young Adults (3)
EDRD 749: Assessment and Instruction in Reading and Writing (3)
Prerequisites: EDRD 640, 641, 729, and 747 or 748 (or approved equivalents)
EDRD 965: Practicum I: Assessment of Reading and Writing (3)
Prerequisites: EDRD 640, 641, 729, 747 or 748, and 749 (or approved equivalents)
*EDRD 966: Practicum II: Advanced Assessment of Reading and Writing (3)
Prerequisites: All courses in the reading concentration—EDRD 640, 641, 729, 747 or 748, 749—and 965—must be completed prior to beginning EDRD 966.
May be taken concurrently only with EDFD 879.

Exit Requirement (3 credits)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program. May be taken concurrently only with EDRD 966.

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)

Related Credits (choose one for 3 credits)
EDOL 641: Teaching Reading and Writing to PK-12 English Language Learners (3)
EDOL 720: Linguistic and Cultural Diversity in Education (3)
EDRD 750: Scholarly Reading and Writing (3)
Masters of Arts Concentration:

**Early Childhood Education**

**Program of Study** (33 credits)
(This concentration is for teachers who have met South Carolina Department of Education requirements for certification in elementary education.)

**Core** (9 credits of required study)
EDFD 604: Statistics and Measurement in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)

**Concentration** (15 credits of required study)
EDEC 640: Caregiving and Learning: The Infant and Toddler Years (3)
   *Prerequisite: Human Growth and Development or equivalent. Recommended: EDEC 642*
EDEC 641: Teaching and Learning: The Preschool Years (3)
EDEC 642: Teaching and Learning: The Early Primary Years (3)
   *Prerequisite: Human Growth and Development or equivalent*
EDEC 746: Methods and Materials for Educating Young Children with Diverse Abilities (3)
   *Prerequisite: Human Growth and Development or equivalent*
*EDEC 960: Practicum in Teaching the Young Child (3)
   *Prerequisites: EDEC 640, 641, 642, 746
   *Must be the last course in the Early Childhood sequence
   *May be taken concurrently only with EDFD 879*

**Electives** (Choose one for 3 credits)
EDCI 679: Technology Literacy for Teachers (3)
EDCI 732: Educational Assessment and Grading (3)
EDEX 745: Social and Behavioral Interventions (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)

**Exit Requirement** (3 credits)
EDFD 879: Master’s Seminar in Education (3)
   *Must be the last course in the degree program
   *May be taken concurrently only with EDEC 960*

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)
Masters of Arts Concentration:

Special Education (Learning Disabilities)

Program of Study (33–36 credits)

*(Prerequisite: a minimum of 3 credits of coursework in methods of teaching mathematics)*

Core (9 credits of required study)
EFD 604: Statistics and Measurement in Education (3)
EFD 606: Research in Education (3)
EFD 608: The Culture of Schooling in America (3)

Concentration (18–21 credits of required study)
EDRD 640: Foundations and Current Trends in Literacy Research and Practice (3)
*Must complement the candidate’s prior courses in reading; approval of advisor required.*

OR
EDRD 641: Teaching Reading and Writing in the Content Areas (3)
*Must complement the candidate’s prior courses in reading; approval of advisor required.*

EDEX 621: Education of Students with Exceptionalities (3)
*Must be taken at the graduate level if not previously taken at the undergraduate level.*

EDEX 622: Nature of Learning Disabilities (3)
*Prerequisite: EDEX 621*

EDEX 741: Methods and Assessments for Teaching Exceptional Learners (6)
*Prerequisites: EDEX 621 and 622*

EDEX 745: Social and Behavioral Interventions (3)

*EDEX 962: Practicum in Teaching Students with Learning Disabilities (3)*
*Prerequisites: EDEX 741, 742, and 745 or permission of instructor*
*May be taken concurrently only with EFD 879*

Electives (Choose one course for 3 credits)
EDCI 679: Technology Literacy for Teachers (3)
EDCI 732: Educational Assessment and Grading (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)

Exit Requirement (3 credits)
EFD 879: Master's Seminar in Education (3)
*Must be the last course in the degree program*
*May be taken concurrently only with EDEX 962*

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)
Masters of Arts Concentration:
Special Education
(Emotional/Behavioral Disorders)

Program of Study (33–36 credits)
(Prerequisite: a minimum of 3 credits of coursework in methods of teaching mathematics)

Core (9 credits of required study)
EDFD 604: Statistics and Measurement in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)

Concentration (18–21 credits of required study)
EDRD 640: Foundations and Current Trends in Literacy Research and Practice (3)
   Must complement the candidate’s prior courses in reading; approval of advisor required.
   OR
EDRD 641: Teaching Reading and Writing in the Content Areas (3)
   Must complement the candidate’s prior courses in reading; approval of advisor required.
EDEX 621: Education of Students with Exceptionalities (3)
   Must be taken at the graduate level if not previously taken at the undergraduate level.
EDEX 623: Nature of Emotional/Behavioral Disorders (3)
   Prerequisite: EDEX 621
EDEX 741: Methods and Assessments for Teaching Exceptional Learners (6)
   Prerequisites: EDEX 621 and 623
EDEX 745: Social and Behavioral Interventions (3)
*EDEX 963: Practicum in Teaching Students with Emotional/Behavioral Disorders (3)
   Prerequisites: EDEX 741, 742, and 745 or permission of instructor
   May be taken concurrently only with EDFD 879

Electives (Choose one course for 3 credits)
EDCI 679: Technology Literacy for Teachers (3)
EDCI 732: Educational Assessment and Grading (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)

Exit Requirement (3 credits)
EDFD 879: Master’s Seminar in Education (3)
   Must be the last course in the degree program
   May be taken concurrently only with EDEX 963

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)
Masters of Arts Concentration:  
Teaching English to Speakers of Other Languages

Program of Study (36 credits)

Core (9 credits of required study)
EDFD 604: Statistics and Measurement in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)

Concentration (12 credits of required study)
EDOL 621: Sociolinguistics for English Language Learners (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)
EDOL 641: Teaching Reading and Writing to PK–12 English Language Learners (3)
EDOL 961: Practicum: Principles and Strategies for Teaching English Language Learners (3)
Both certification students and master’s candidates must take the Practicum.
The Practicum may be taken only after completing at least two of the following: EDOL 621, 640, 641

Related Credits (certification students take only one; master’s candidates must take all three)
EDOL 720: Linguistic and Cultural Diversity in Education (3)
EDOL 742: Testing/Assessment of English Language Learners (3)
EDOL 743: Content Modification for English Language Learners (3)

Electives (master’s candidates choose one)
EDCI 679: Technology Literacy for Teachers (3)
EDCI 732: Educational Assessment and Grading (3)
EDEX 745: Social and Behavioral Interventions (3)

Exit Requirement (3 credits-master’s candidates only)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/1/17)

Note: A second language experience is required by the SC Department of Education which may be met by one of the following:
1. Six semester hours in courses in a single second language
2. Completion of intensive language training by the Peace Corps, Foreign Service Institute, or Defense Language Institute
3. Placement by the language department of an accredited institution in a third semester level
4. Demonstration of second language proficiency as verified in writing by an official designated by the South Carolina Department of Education for a language unavailable by an accredited institution
Masters of Arts Concentration:

Curriculum and Instruction

Program of Study (36 credits)

Core (9 credits of required study)
EDFD 604: Statistics and Measurement in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)

Concentration (15 credits of required study)
EDCI 679: Technology Literacy for Teachers (3)
EDCI 732: Educational Assessment and Grading (3)
EDEX 621: Education of Students with Exceptionalities (3)
(If taken at undergraduate level, may substitute EDEX 622: Nature of Learning Disabilities)
EDRD 640: Foundations and Current Trends in Literacy Research and Practice (3)
OR
EDRD 641: Teaching Reading and Writing in the Content Areas (3)
EDSL 730: Designing and Implementing Curriculum (3)

Electives (Choose three courses for a total of 9 credits)
EDCI 675: Nature and Needs of Gifted and Talented Students (3)
EDCI 676: Curriculum and Instruction for Gifted and Talented Students (3)
Prerequisite: EDCI 675
EDEX 745: Social and Behavioral Interventions (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)
EDOL 743: Content Modification for English Language Learners (3)
EDRD 750: Scholarly Reading and Writing (3)
EDSL 718: Organization and Control of American Schools (3)
EDSL 727: Strategic Planning and Thinking in Education (3)
EDSL 825: Schools and the Law (3)

Exit Requirements (3 credits)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program

Note: Teachers seeking to add the Gifted and Talented endorsement to the SC teaching credential, you must take both EDCI 675 and EDCI 676 as electives in the program.
Masters of Arts Teacher to Teacher Program Concentration:

Literacy

Program of Study (39–45 credits)**
(The add-on certification master’s with a concentration in literacy is limited to Furman students enrolled in the five-year extended program.)

Core (18 credits of required study)
EDFD 604: Statistics and Measurements in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)
EDEP 640: Best Practices for the Induction Teacher (3)
EDEP 670: Teaching Internship (6)

Concentration (21 credits of required study)
EDRD 640: Foundations and Current Trends in Literacy Research and Practice (3)
EDRD 641: Teaching Reading and Writing in Content Areas (3)
EDRD 729: Literacy Methods and Instructional Strategies (3)
   Prerequisites: EDRD 640 AND 641
EDRD 747: Critical Survey of Children’s Literature (3)
   OR
EDRD 748: Critical Survey of Literature for Young Adults (3)
EDRD 749: Assessment and Instruction in Reading and Writing (3)
   Prerequisites: EDRD 640, 641, 729, and 747 or 748 or approved equivalents
EDRD 965: Practicum I: Assessment of Reading and Writing (3)
   Prerequisites: EDRD 640, 641, 729, 747 or 748, and 749 or approved equivalents
*EDRD 966: Practicum II: Advanced Assessment of Reading and Writing (3)
   Prerequisites: All courses in the reading concentration—EDRD 640, 641, 729, 747 or 748, 749, and 965—must be completed prior to beginning EDRD 966.
   May be taken concurrently only with EDFD 879

Related Credits (Choose one of the following for 3 credits)
EDOL 641: Teaching Reading and Writing to PK–12 English Language Learners (3)
EDOL 720: Linguistic and Cultural Diversity in Education (3)
EDRD 750: Scholarly Reading and Writing (3)

Exit Requirements (3 credits)
EDFD 879: Master’s Seminar in Education (3)
   Must be the last course in the degree program
   May be taken concurrently only with EDRD 966

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)

**Note: If EDU 336 is taken at Furman at the undergraduate level, then no substitute is made for EDRD 641 at the graduate level; and the total credits of the program are reduced by three credits. If EDU 330 and EDU 331 are taken at Furman at the undergraduate level, then no substitute is made for EDRD 729 at the graduate level; and the total credits of the program are reduced by three credits. Thus, the Teacher to Teacher Program student who takes EDU 330, EDU 331, and EDU 336 at the undergraduate level at Furman will have a graduate program of 39 credits; the student who takes EDRD 641 and 729 at the graduate level will have a 45-credit program.
Masters of Arts Teacher to Teacher Program Concentration:
Special Education (Learning Disabilities and/or Emotional Behavior Disorders)

Program of Study (36 credits)
(The add-on certification master’s with a concentration in one of the two areas of special education is limited to Furman students enrolled in the five-year extended program)

Core (18 credits of required study)
- EDFD 604: Statistics and Measurements in Education (3)
- EDFD 606: Research in Education (3)
- EDFD 608: The Culture of Schooling in America (3)
- EDEP 640: Best Practices for the Induction Teacher (3)
- EDEP 670: Teaching Internship (6)

Concentration (15 credits of required study)
- EDEX 622: Nature of Learning Disabilities (3)
  Prerequisite: EDEX 621, if not previously taken at the undergraduate level
  OR
- EDEX 623: Nature of Emotional/Behavioral Disorders (3)
  Prerequisite: EDEX 621, if not previously taken at the undergraduate level
- EDEX 741: Methods and Assessments for Teaching Exceptional Learners (6)
  Prerequisites: EDEX 621 and 622 or 623
- EDEX 745: Social and Behavioral Interventions (3)
- *EDEX 962: Practicum in Teaching Students with Learning Disabilities (3)
  Prerequisites: EDEX 741 and 745 or permission of instructor.
  Must be the last course in the LD sequence
  May be taken concurrently only with EDFD 879
  OR
- *EDEX 963: Practicum in Teaching Students with Emotional/Behavioral Disorders (3)
  Prerequisites: EDEX 741 and 745 or permission of instructor
  Must be the last course in the EBD sequence
  May be taken concurrently only with EDFD 879

Exit Requirement (3 credits)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program
May be taken concurrently only with EDEX 962 or EDEX 963

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)
Masters of Arts Teacher to Teacher Program Concentration:
Early Childhood Education

Program of Study (33–36 credits)**
(The add-on certification master’s with a concentration in early childhood education is limited to Furman students enrolled in the five-year extended program who will meet South Carolina Department of Education requirements for certification in elementary education.)

Core (18 credits of required study)
EDFD 604: Statistics and Measurements in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)
EDEP 640: Best Practices for the Induction Teacher (3)
EDEP 670: Teaching Internship (6)

Concentration (12–15 credits of required study)
EDEC 640: Caregiving and Learning: The Infant and Toddler Years (3)
Prerequisite: Human Growth and Development or equivalent. Recommended: EDEC 642/EDU 225
EDEC 641: Teaching and Learning: The Preschool Years (3)
EDEC 642: Teaching and Learning: The Early Primary Years (3)
Prerequisite: Human Growth and Development or equivalent.
EDEC 746: Methods and Materials for Educating Young Children with Diverse Abilities (3)
Prerequisite: Human Growth and Development or equivalent.
*EDEC 960: Practicum in Teaching the Young Child (3)
Prerequisites: EDEC 640, 641, 642, 746
Must be the last course in the Early Childhood sequence
May be taken concurrently only with EDFD 879

Exit Requirement (3 credits)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program
May be taken concurrently only with EDEC 960

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)

**Note:** If EDU 225 is taken at Furman at the undergraduate level, then no substitute is made for EDEC 642 at the graduate level; and the total credits of the program are reduced by three credits. Thus, the Teacher to Teacher Program student who takes EDU 225 at the undergraduate level at Furman will have a graduate program of 33 credits; the student who takes EDEC 642 at the graduate level, rather than EDU 225 at the undergraduate level, will have a 36-credit program.
Masters of Arts Teacher to Teacher Program Concentration: 
Teaching English to Speakers of Other Languages

Program of Study (42 credits for master’s degree)
(The add-on certification master’s with a concentration in teaching English to speakers of other languages is limited to Furman students enrolled in the five-year extended program)

Core (18 credits of required study)
EDFD 604: Statistics and Measurements in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)
EDEP 640: Best Practices for the Induction Teacher (3)
EDEP 670: Teaching Internship (6)

Concentration (21 credits of required study)
EDOL 621: Sociolinguistics for English Language Learners (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)
EDOL 641: Teaching Reading and Writing to PK-12 English Language Learners (3)
EDOL 720: Linguistic and Cultural Diversity in Education (3)
EDOL 742: Testing/Assessment of English Language Learners (3)
EDOL 743: Content Modification for English Language Learners (3)
EDOL 961: Practicum: Principles and Strategies for Teaching English Language Learners (3)

Note: The practicum may be taken only after completing at least two of the following classes: EDOL 621, 640, 641

Exit Requirement (3 credits)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)

Note: A second language experience is required by the SC Department of Education which may be met by one of the following:
1. Six semester hours in courses in a single second language
2. Completion of intensive language training by the Peace Corps, Foreign Service Institute, or Defense Language Institute
3. Placement by the language department of an accredited institution in a third semester level
4. Demonstration of second language proficiency as verified in writing by an official designated by the South Carolina Department of Education for a language unavailable by an accredited institution
Masters of Arts Teacher to Teacher Program Concentration: Curriculum and Instruction

Program of Study (39 credits)
(This master’s with a concentration in curriculum and instruction is limited to Furman students enrolled in the five-year extended program.)

Core (18 credits of required study)
EDFD 604: Statistics and Measurements in Education (3)
EDFD 606: Research in Education (3)
EDFD 608: The Culture of Schooling in America (3)
EDEP 640: Best Practices for the Induction Teacher (3)
EDEP 670: Teaching Internship (6)

Concentration (12 credits of required study)
EDCI 732: Educational Assessment and Grading (3)
EDCI 679: Technology Literacy for Teachers (3)
EDOL 743: Content Modification for English Language Learners (3)

OR
EDRD 640: Foundations and Current Trends in Literacy Research and Practice (3)

OR
EDRD 641: Teaching Reading and Writing in the Content Areas (3)

EDSL 730: Designing and Implementing Curriculum (3)

Electives (Choose 2 courses for a total of 6 credits)
EDCI 675: Nature and Needs of Gifted and Talented Students (3)
EDCI 676: Curriculum and Instruction for Gifted and Talented Students (3)
Prerequisite: EDCI 675
EDEX 745: Social and Behavioral Interventions (3)
EDOL 640: Principles and Strategies for Teaching English Language Learners (3)
EDOL 743: Content Modification for English Language Learners (3)

Exit Requirements (3 credits)
EDFD 879: Master’s Seminar in Education (3)
Must be the last course in the degree program

Note: To add the Gifted and Talented endorsement to the SC teaching credential, you must take both EDCI 675 and EDCI 676 as electives in the program.
Educational Specialist Degree (Ed.S.) Program Concentration

School Leadership

**Program of Study** (33 credits)

This program is intended for experienced educators who have a master’s degree in another area but who now wish to license as school administrators.

**Concentration** (30 credits of required study)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSL 718</td>
<td>Organization and Control of American Schools</td>
<td>(3)</td>
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<tr>
<td>EDSL 719</td>
<td>Leadership in Educational Organizations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDSL 727</td>
<td>Strategic Planning and Thinking in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDSL 730</td>
<td>Designing and Implementing Curriculum</td>
<td>(3)</td>
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<td>EDSL 823</td>
<td>School Finance</td>
<td>(3)</td>
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<td>EDSL 825</td>
<td>Schools and the Law</td>
<td>(3)</td>
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<td>EDSL 840</td>
<td>Supervision and Instructional Leadership</td>
<td>(3)</td>
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<tr>
<td>EDSL 849</td>
<td>The Principalship</td>
<td>(3)</td>
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</table>

*Prerequisites: EDSL 718 & 719
Must be taken just prior to or concurrently with the internship*

EDSL 971E Internship in Elementary School Administration (3)
EDSL 971S Internship in Secondary School Administration (3)

OR
EDSL 972E Internship in Elementary School Administration (3)
EDSL 972S Internship in Secondary School Administration (3)

**Exit Requirement** (3 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSL 879B</td>
<td>Advanced Seminar in Educational Leadership and Research</td>
<td>(3)</td>
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</tbody>
</table>

*May be taken concurrently with EDSL 972E/S
Must be the last course in the degree program*

In addition, the student must show evidence of a passing score on the appropriate Praxis II exam. (4/11/17)

**In order to be recommended by Furman University for SC licensure in this area, candidates must:**

- Have a valid South Carolina teacher’s Professional Level Certificate at the appropriate level (K–8) or (7–12).
- Have three years of teaching experience, including at least one year at the level of the certificate for which the individual is applying. (Elementary grades: K–8; Secondary grades: 7–12.) Students certified to teach at the elementary level should enroll in the elementary school leadership program, and students certified in a subject taught in high school should enroll in the secondary school leadership program. Persons wishing to become certified in administration at a level different from their teaching certification area will need to add the appropriate teaching credential and consult the graduate advisor for the course(s) needed in school leadership. Persons holding valid teaching credentials in both elementary and secondary may select either elementary or secondary school leadership.
Educational Specialist Degree (Ed.S.) Program Concentration

Educational Leadership

Program of Study (33 credits)
This post-master’s program is intended for practicing teachers and administrators who wish to be district-level administrators or superintendents.

Concentration (30 credits of required study)
EDSL 851 Interpersonal and Group Relations in Education (3)
EDSL 852 Data Analysis for Educational Leadership (3)
EDSL 853 School Personnel Administration (3)
EDSL 854 Leadership for Social Justice (3)
EDSL 855 Leading School Renewal (3)
EDSL 856 School Facilities Planning (3)
EDSL 858 Evaluation of School Programs and Personnel (3)
EDSL 859 The Superintendency (3)
EDSL 975 Internship in the Superintendency and District Administration (3)
EDSL 976 Internship in the Superintendency and District Administration (3)

Exit Requirement (3 credits)
EDSL 879D Advanced Seminar in Educational Leadership and Research (3)
May be taken concurrently with EDSL 976

Must be the last course in the degree program

In order to be recommended by Furman University for SC licensure in this area, candidates must:

- Have a valid South Carolina Professional Level Certificate in school administration at the elementary or secondary level.
- Have a total of three years experience as a pre-K-12 or post secondary teacher and two years as a school or school district administrator, post secondary administrator, or school business administrator. (4/11/17)
Graduate Studies in Education
Course Descriptions
Education

Note: EDU 120 Human Growth and Development is a prerequisite for all education courses except EDU 111 and 001

Foundations (EDFD)

600 Research and Inquiry in the Classroom, Part I (3)
Prerequisite: Completion of a Furman baccalaureate degree in education or an approved academic discipline related to subject area for teaching
Designed for candidates enrolled in Furman’s extended program. The course uses several theoretical frameworks as a foundation for furthering the professional development of induction teachers to become leaders and scholars. Major emphasis on classroom-based research serves to link theory to practice. Each induction teacher constructs a quantitative statistical research design and analyzes the data. Participants in the Teacher to Teacher program are encouraged to also take EDFD 601: Research and Inquiry in the Classroom, Part II.

601 Research and Inquiry in the Classroom, Part II (3)
Prerequisite: EDFD 600
As a follow-up to EDFD 600, the course continues to focus on developing induction teachers as leaders and scholars. Building on the research done in EDFD 600, participants will produce a publishable research paper, to be presented in a formal academic setting. Course also provides the induction teacher with knowledge of the core principles and standards of accomplished teachers, as identified by the National Board for Professional Teaching.

602 Learning Theory (3)
Study of emerging theories of learning, with emphasis on the application of psychological concepts and principles to the learning process. Recent research and critical issues are examined as they relate to learning.

604 Statistics and Measurement in Education (3)
Explores concepts related to measurement and evaluation processes, including descriptive statistics, technical measurement characteristics, test item construction, alternative assessment, standardized achievement and aptitude measures, and non-achievement related measures. Emphasis on school and classroom-level applications.

606 Research in Education (3)
Study of basic educational research design and use of basic research techniques. Topics include identification of a research problem, development of a research design, conducting the subsequent study, and implications of the results for educational practice.

608 The Culture of Schooling in America (3)
In-depth examination of the major historical, philosophical, social, economic, and ethical influences on education in a democratic society. Lectures, readings, and activities focus on how these factors have affected educational thought and institutions in America from its founding to the present.

879 Master’s Seminar in Education (3)
Note: Candidates for the master of arts degree in education must enroll in EDFD 879: Master’s Seminar in Education as the culminating course in the degree program. Registration for EDFD 879 requires permission of graduate advisor.
Course integrates knowledge and underlying concepts from the core courses in the master’s program with the student’s concentration. Participants will demonstrate ability to synthesize previous coursework and to understand the holistic nature of an advanced degree in education. Emphasis is on oral and written communication, as well as use of information technology.

Extended Program (EDEP)

Note: Courses required for the teacher-to-teacher program only.

640 Best Practices for the Induction Teacher (3)
Designed to provide the induction teacher with a support system throughout the first year of teaching. Best practices from the field are introduced, discussed, and modeled, with emphasis on preparation for the beginning of school, classroom management, performance dimensions of SAFE-T, and application of educational research and practices. Course offers opportunities for the induction teacher to network and share common concerns with master teachers and instructional support personnel from participating school districts and Furman University. Limited to participants in the Teacher to Teacher program.
670 Teaching Internship (6)
Prerequisite: Completion of a baccalaureate degree in education or an approved academic discipline related to subject area for teaching. Designed for candidates enrolled in Furman’s extended program only. Provides candidates with opportunities to plan and implement instruction, manage the classroom, evaluate student progress, communicate with other professionals and parents, and develop as professional educators under the supervision and mentoring of university and public school personnel.

Early Childhood (EDEC)

640 Caregiving and Learning: The Infant and Toddler Years (3)
Prerequisite: EDU 120 or equivalent
Recommended: EDU 225/EDEC 642
Focuses on designing high quality caregiving environments for children, birth through age 3. Through a study of developmental milestones of very young children and factors which lead to positive developmental outcomes, students evaluate and design learning environments for infants and toddlers that provide for appropriate interactions between staff and children and give consideration to curriculum and materials, health and safety, staffing and parental involvement. Class time includes two days of field experience each week.

641 Teaching and Learning: The Preschool Years (3)
Prerequisite: EDU 120 or equivalent
Recommended: EDU 225/EDEC 642
Focuses on the development of children ages 3–5 and the design of optimal learning environments for this age child. Students observe, evaluate, develop, and adapt a wide range of commercial and teacher-made materials, methodologies, and curriculum resources for classroom use, and work collaboratively with professional staff and parents of young children during weekly field experiences in a classroom serving young preschool children. Course has a field experience component which requires work with young preschool children and parents.

642 Teaching and Learning: The Early Primary Years (3)
Prerequisite: EDU 120 or equivalent
Introduction to the field of early childhood education. Focus is on the development of children ages 5–8 and the design of learning environments, including curriculum and instruction, that will foster optimal growth and development. Course has a field experience component which requires work with kindergarten children and parents.

746 Methods and Materials for Educating Young Children with Diverse Abilities (3)
Prerequisite: EDU 120 or equivalent
Examines curricula, instructional strategies, and support materials for children with diverse abilities, birth to age 8, and their families. Planning, implementation, and evaluation of instruction is emphasized. Includes a minimum of 20 hours of field experience.

960 Practicum in Teaching the Young Child (3)
Prerequisites: EDEC 640, 641, 642, 746
Must be the last course in the early childhood sequence.
Supervised application of instructional methods for the young child.

Exceptionalities (EDEX)

621 Education of Students with Exceptionalities (3)
Characteristics of persons with exceptionalities, implications for teaching and learning, and applications of special education procedures and services. Extensive field experiences are incorporated.

622 Nature of Learning Disabilities (3)
Prerequisite: EDEX 621 or equivalent, or permission of instructor
Designed to teach students the history of the field of learning disabilities, related educational theories, available educational services, and appropriate strategies for working with individuals with learning disabilities. Field-based experiences are incorporated.

623 Nature of Emotional/Behavioral Disorders (3)
Prerequisite: EDEX 621 or equivalent, or permission of instructor
Study of individuals with emotional/behavioral disorders, major theoretical perspectives, and current issues and research. Factors which interrelate with emotional/behavioral disorders (community, school, family) are considered, and appropriate intervention strategies are studied. Field-based experiences are incorporated.

643 Differentiating Instruction for Students with Diverse Needs (3)
Theory and practical strategies for modifying curriculum to meet the needs of all students. Topics vary according to need, grade level, and subject area.
646 Advanced Behavior Management (3)
Nonbehavioral techniques of managing variant behavior of exceptional children and youth, using the supportive, valuing, and social discipline models. Training in crisis resolution, crisis intervention, and social skills.

741 Methods and Assessments for Teaching Individuals with Exceptional Learning Needs (6)
(11/11/14)
Prerequisites: EDU 221 or equivalent; EDEX 622 or EDEX 623, or permission of instructor
This course covers processes of assessment specific to individuals with exceptional learning needs, from Pre-K through Transition. Case studies and class activities are tailored to specific characteristics (cognitive, behavioral, social, academic, etc.) and learning needs of students identified as having an emotional or behavioral disorder (EBD) or a specific learning disability (SLD), depending upon the area of licensure the candidate is seeking. The development of appropriate individualized education plans (IEPs), individualized family service plans (IFSPs), and exploration of career assessment and postsecondary/transition options are included. Additionally, appropriate, effective and evidence-based instructional practices are covered with exposure to alternative assessments and collaborative practices for professions. Planning covers the continuum of placements from inclusive settings to settings that are more restrictive.

745 Social and Behavioral Interventions (3)
Prerequisite: EDEX 621, or permission of instructor
Development of a knowledge base and skills for implementing applied behavior analysis and social skills instruction with groups and individuals with variant behaviors.

962 Practicum in Teaching Students with Learning Disabilities (3)
Prerequisites: EDEX 621, 622, 741, 742 and 745, or permission of instructor
Supervised application of instructional and behavior management strategies for students with learning disabilities.

963 Practicum in Teaching Students with Emotional/Behavioral Disorders (3)
Prerequisites: EDEX 621, 623, 741, 742 and 745, or permission of instructor
Supervised application of instructional and behavior management strategies for students with emotional/behavioral disorders.

Literacy (EDRD)

640 Foundations and Current Trends in Literacy Research and Practice (3) (8/8/14)
Critical reading and discussion of theories, models, and current research designed to improve language arts instruction and develop understanding of reading and writing as processes. Topics include: the politics of literacy, balanced literacy, content area literacy, writing instruction, bilingual education, response to literature, adolescent literacy, assessment, and multi-literacies.

641 Teaching Reading and Writing in the Content Areas (3)
This course is designed for prospective and in-service elementary, middle, and secondary school teachers. It will provide opportunities for an in-depth study of teaching reading and writing in various subject matter areas and present skills and strategies that facilitate reading, writing, and learning with content textbooks, content-area authentic texts, and other media.

729 Literacy Methods and Instructional Strategies (3) (8/8/14)
This methodological course is designed to give an understanding of reading and writing as literacy processes and develop reading and writing proficiency emphasizing critical thinking and metacognitive skills. The content of the course will focus on integrating communication processes in both English-Language Arts and content areas; children’s and adolescent literature and its effective presentation in the classroom; and the role of the teacher as a reflective practitioner.

747 Critical Survey of Children’s Literature (3)
This course is a review of literary theory and research and survey of children’s literature, novels, and picture books published primarily in the past ten years and appropriate for the elementary and middle school student. Selections also include multicultural exposure for students through a variety of genres. Course work will emphasize the research based, critical evaluation and selection of books; methods for linking reading, writing, and literature; and techniques for guiding children’s reading.
748 Critical Survey of Literature for Young Adults (3)
This course is a review of literary theory and research and survey of middle and high school level literacy programs and pedagogical practices related to the teaching of poetry, short stories, traditional literature, nonfiction, and novels written for the adolescent. Selections also include multicultural exposure for students through a variety of genres. Coursework will emphasize the research-based, critical evaluation and selection of books; methods for linking reading, writing, and literature; and techniques for guiding adolescent reading.

749 Assessment and Instruction in Reading and Writing (3)
Prerequisites: EDRD 640, EDRD 641, EDRD 729, or approved equivalents
This course is an exploration of various cognitive and affective assessments in reading and writing with strategies for using data to adapt instruction for learners with reading difficulties.

750 Scholarly Reading and Writing (3)
With demands higher than ever for K–12 educators to be scholars and leaders, this course offers workshop opportunities for literacy educators to expand and refine their literacy skills as consumers of educational research and as writers of scholarly works. Candidates in this course will read and analyze a wide range of scholarly works, both qualitative and quantitative, while also drafting their own original scholarly writing to submit for publication. Teachers in the course will interact and participate in decision-making with other teachers and teacher educators as they explore the work of literacy teachers and reading specialists/literacy coach specialists.

965 Practicum I: Assessment of Reading and Writing (3)
Prerequisites: EDRD 640, EDRD 641, EDRD 729, 747 or 748, EDRD 749, and EDRD 965
In this practicum setting, candidates will teach a series of strategy lessons that improve the reading and writing processes of students in their own classroom or in a classroom setting the professor approves. Classroom assessment data will be gathered and analyzed continuously as participants make instructional and evaluative decisions during 50 hours of fieldwork. Students will also create and conduct professional development opportunities for peers.

966 Practicum II: Advanced Assessment of Reading and Writing (3)
Prerequisites: All courses in the literacy concentration, including EDRD 640, EDRD 641, EDRD 729, EDRD 747 or 748, EDRD 749, and EDRD 965
A second practicum in the series of practica in the literacy concentration that involves supervised application of comprehensive assessment and instructional strategies in a clinical setting designed to develop affective and cognitive skills in reading and writing processes in intermediate elementary or middle school aged students. Candidates are expected to spend at least 50 hours with learners in the clinical setting.

School Leadership (EDSL)
718 Organization and Control of American Schools (3)
A study of the conceptual and structural organization of public education, educational governance, and policy making at the federal, state, and local levels.

719 Leadership in Educational Organizations (3)
A study of leadership principles and theories and the administrative and management applications of such in educational organizations.

726 School Program Evaluation (3)
Study and application of processes used to evaluate a comprehensive school program.

727 Strategic Planning and Thinking in Education (3)
A study of strategic planning and thinking for the learner-focused educational system that integrates curriculum, instruction, assessment, facilities, human resources, finance, and educational technology.

730 Designing and Implementing Curriculum (3)
Study of the school curriculum including objectives, current issues, experimentation, and change. Perspective and methodology to equip the teacher, administrator, or supervisor to participate effectively in curriculum development.

823 School Finance (3)
Prerequisite: EDSL 719
A study of fundamental concepts of local, state, and federal financing of schools and of the business functions of school-level administration, with emphasis on the budget process.
825 Schools and the Law (3)
A course designed to help potential school administrators understand the current concepts of school law and their practical import for educators, students, and the community served by the school. Attention is given to Constitutional legal principles, case law, and legislation at all levels of government.

840 Supervision and Instructional Leadership (3)
Introduction to educational supervision, including the primary supervisory responsibilities of the building-level administrator for providing leadership to improve instruction. Course includes required field experience.

849 The Principalship (3)
Prerequisites: EDSL 718 and EDSL 719
A study of the roles, responsibilities, functions, authority, and leadership practices of the school principal in improving school effectiveness. Focus is on the skill dimensions and performance domains of the principalship. Course includes required field experience.

840 Supervision and Instructional Leadership (3)
Introduction to educational supervision, including the primary supervisory responsibilities of the building-level administrator for providing leadership to improve instruction. Course includes required field experience.

971 E Internship in Elementary School Administration (3)
972 E Internship in Elementary School Administration (3)
OR
971 S Internship in Secondary School Administration (3)
972 S Internship in Secondary School Administration (3)
Limited to students enrolled in Furman’s school leadership concentration who have prior approval. Supervised application of principles of school administration in the areas of curriculum, instruction, and assessment; staff personnel; student personnel; finance, operations, and business; and school-community relations. Performance activities are designed to develop management and leadership skills.

Educational Leadership (EDSL)
851 Interpersonal and Group Relations in Education (3)
This course is a study of individual and group behavior in organizations. Emphasis is a on interpersonal skill development and skill assessment which, in conjunction with findings from theory, research, and practice, enable candidates to reflect on themselves as leaders.

852 Data Analysis for Educational Leadership (3)
Prerequisites: EDFD 604 and 606 or equivalent
The course builds upon student prior experience in analysis and interpretation of basic and inferential statistical procedures with a more refined focus on practical applications for management in educational settings. Advanced data analytic procedures for inference, modeling and forecasting will be emphasized. The course includes use of both Excel and SPSS.

853 School Personnel Administration (3)
This course focuses on identifying, analyzing, and developing effective methods of personnel administration, with an emphasis on human resource responsibilities and functions occurring at the school district office level. Topics include human resource planning, policies, recruitment, selection, induction, evaluation, and professional development.

854 Leadership for Social Justice (3)
A course designed to provide a contemporary and prospective examination of the social, cultural, political, economical and philosophical contexts from which the current issues that affect schools and schooling have evolved. This course is for individuals desiring advanced careers as educational leaders and superintendents, and as such, requires critical thought and systematic reflection. Students will be introduced to a variety of ideas, values, and beliefs surrounding social life, cultural identity, educational reform, and some historical practices. They will then be challenged to explore these constructs from numerous, diverse, and changing perspectives.

855 Leading School Renewal (3)
This course is designed to examine the research and the processes that are important and significant for school improvement. Concepts that will be included in this course are defining school renewal and exploring conditions for its success; using data as a tool to enhance decision-making processes for school improvement; understanding school culture and its relationship to school renewal; identifying legislative improvement planning.
856 School Facilities Planning (3)
A course designed to equip advanced educational leaders to improve the knowledge base, skills levels, and communications practices among the various groups involved in planning, designing, constructing, using and managing educational facilities. To introduce concepts that encourage people who plan and design physical learning environments to become more responsive to student’ needs and community cultures.

858 Evaluation of School Programs and Personnel (3)
This course is a study of the requirements, practices, procedures, and problems of administrative evaluation of school programs and personnel. The course provides a broad survey of educational evaluation theory, standards, models, approaches, and practice, with a focus on practical guidelines for planning, conducting, and using evaluations to review and improve instruction and the performance of personnel.

859 The Superintendency (3)
This course is a study of the leadership and management roles, responsibilities, opportunities, and challenges of the district superintendent and other district level administrators. The course examines the knowledge, skills, and dispositions that superintendents must develop to effectively lead and manage change in a school district. Emphasis will be placed on the relationship between the superintendent and the local school board as they deal with policy, policy administration, leadership roles, and community relations.

975 Internship in the Superintendency and District Administration (3)
976 Internship in the Superintendency and District Administration (3) (8/11/14)
This course provides for the first and second part of a yearlong internship in which candidates participate in planned district level leadership and management field experiences. Based primarily on the Educational Leadership Constituent Council (ELCC) standards, the internship will engage candidates in experiences designed to bring the relationship of theory and practice into focus. Attendance at seminars on campus is required. Candidates will receive a letter grade at the end of each term.

879 Advanced Seminar in Educational Leadership and Research (3) (8/11/14)
This course is designed to coincide with the Superintendency in Practice (EDSL 976) and serves as the culminating experience in the Ed.S. Program. Seminar meetings will be held to share experiences, engage in discussions related to practice in educational leadership/administration and student services, and develop plans and policies for the individual school districts in which the candidates are serving.

Teaching English to Speakers of Other Languages (EDOL)

621 Sociolinguistics for English Language Learners (3)
Focus of course is on an in-depth study of the English language as a system. Emphasis is placed on applying concepts, theories, and research in classroom practices to facilitate the acquisition of English.

640 Principles and Strategies for Teaching English Language Learners (3)
Course focuses on the history, theories, and teaching strategies, including the use of technology, of teaching English to speakers of other languages. As the first course in the TESOL sequence, this course is designed as an introduction to the field.

641 Teaching Reading and Writing to English Language Learners (3)
Course examines curriculum, instructional strategies, and support materials used for teaching reading and writing to English language learners. Planning, implementation, and evaluation of instruction are emphasized, including the modifications and accommodations necessary to meet English language arts standards.

720 Linguistic and Cultural Diversity in Education (3)
Course offers a framework for understanding diversity in the schools and for conceptualizing the educator’s role in promoting an inclusive educational environment. Recent research and critical issues in education related to diversity are presented.
742 Testing/Assessment of English Language Learners (3)
In this course, the theoretical and practical issues associated with testing and assessment of language minority learners will be provided. Instruction and practice in the administration, scoring, and interpretation of norm-referenced, criterion-referenced, and alternative assessment measures of language proficiency and academic achievement are provided.

743 Content Modification for English Language Learners (3)
Course focuses on issues, programs, and strategies for modifying content instruction for English language learners. Emphasis is placed on the content-based learning approach that helps learners to acquire a new language through the study of academic disciplines such as mathematics, science, and social studies.

961 Practicum: Principles and Strategies for Teaching English Language Learners (3)
The field-based practicum is designed to provide candidates with opportunities to demonstrate their knowledge, skills, and dispositions for teaching English language learners (ELLs). This course is linked with EDOL 640.

Curriculum and Instruction (EDCI)

671: Introduction to Project-Based Learning (3)  (01/28/15)
This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering, and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication, and technological proficiency.

672: Applications of Project-Based Learning in Curriculum and Instruction (3)  (01/28/15)
Prerequisite: EDCI 671
This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs.

673: Models of Teaching (3)
This course is designed to provide participants with a working knowledge of the various models of teaching that support and enhance student achievement in the classroom. There will be a focus on models that support conceptual learning through effective instruction and assessment practices to meet the needs of all learning styles. Emphasis will be placed on providing active, real-life experiences that foster critical thinking, reflection, and understanding.

675: Nature and Needs of Gifted and Talented Students (3)
The course content will include instruction in the methods of identifying gifted students, curriculum models, strategies for differentiating instruction, methods for addressing the affective domain, information on dually exceptional students, and an overview of current issues and trends impacting the field. Course delivery is through classroom presentation and online coursework. (first course in the two-course series)

676: Curriculum and Instruction for Gifted and Talented Students (3)
Prerequisite: EDCI 675
This is a comprehensive course designed to give teachers and other educational professionals the tools to develop, implement and evaluate curriculum materials for gifted students. This course will educate teachers about the recommended program models to use in educating gifted and talented students as well as how each model meets the specific needs of gifted populations. This course includes information about the methods of instructional delivery that are most appropriate for gifted learners as well as the research basis for those techniques. Course participants will construct independent study guides and sample curriculum units that incorporate appropriate planning, pacing, instruction, and assessment for gifted learners.

677: MS Curriculum and Organization (3)
Current research and best practices will be used as the foundation for acquiring fundamental knowledge of the major components of middle level education. Emphasis will be placed on curriculum development and delivery, diverse assessment methods, interdisciplinary teaching, use of technology, and effective pedagogy for the middle level student.

679: Technology Literacy for Teachers (3)
A course designed to help education majors and current educators understand how to integrate technology effectively into the classroom. This course focuses on the use of best practices and current emerging technology to enhance all areas of the curriculum.

732: Educational Assessment and Grading (3)
973: Practicum in Project-Based Learning (field-based) (3)  (01/28/15)

Prerequisites: EDCI 671 and EDCI 672

The field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting.

Special Courses (EDSP)

671: Astronomy: Solar System (3)

Participants study interactions between the Sun, Earth, and Moon, the planets of the solar system including common planetary processes such as cratering, gravity and orbital motion, and the electromagnetic spectrum. Teachers will enhance their knowledge of the solar system through hands-on investigations, image processing, readings, and sky simulation software.

672: Physics for Teachers (3)

The goal of this course is to improve teachers’ understanding of the physics they teach. Teachers will study force and motion employing coordinated computer, hands-on, group discussion, and assessment activities.

674: Teaching about Asia (3)

The purpose of this course is to work with SC teachers to enhance instruction on Asia throughout the curriculum, especially in world history, social studies, and geography courses. Themes covered include geographical determinants shaping the culture, history, and economic development of East Asia; the nature of East Asian society, politics, and culture; interaction among East Asian societies; and East Asian history in the context of world history.

677: Best Practices for Teaching Math in the Elementary School (3)

Students examine the new revisions to the SC Math Standards, learn differentiated instructional techniques to improve student achievement in math, and explore the best math methods for teaching diverse learners.
## Typical Graduate Calendar of Education Course Offerings
### Beginning Summer 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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<tbody>
<tr>
<td><strong>Foundations/CORE</strong></td>
<td>EDFD 604</td>
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<td>EDFD 608</td>
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<tr>
<td><em>(10/7/14)</em></td>
<td>EDFD 606</td>
<td>EDFD 608</td>
<td>EDFD 879</td>
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<tr>
<td><strong>Literacy</strong></td>
<td>EDRD 747</td>
<td>EDRD 965</td>
<td>EDRD 640</td>
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<td><em>(3/1/17)</em></td>
<td>EDRD 748</td>
<td>EDRD 750</td>
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<td>EDEC 746</td>
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<tr>
<td><strong>Special Education</strong></td>
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<td>EDEX 622</td>
<td>EDEX 741</td>
<td>EDEX 741 (cont.)</td>
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<td>EDEX 745</td>
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<td>EDEX 962</td>
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<td><strong>School Leadership</strong></td>
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<td>EDSL 972 E/S</td>
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<td>EDSL 879B*</td>
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<td><strong>TESOL</strong></td>
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<td>EDOL 641</td>
<td>EDOL 961</td>
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<tr>
<td><strong>Curriculum &amp; Instruction</strong></td>
<td>EDCI 732</td>
<td>EDCI 675</td>
<td>EDCI 676</td>
<td>EDCI 679</td>
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<tr>
<td><strong>Educational Leadership</strong></td>
<td>EDSL 851</td>
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<td>EDSL 879D</td>
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*Ed.S. in School Leadership candidates ONLY*
Requirements for the Master of Science in Community Engaged Medicine

Eligibility
Students with a bachelor’s degree, or who will complete a bachelor’s degree before the program start date, are eligible to apply to this program if they meet the academic criteria and complete the pre-requisite coursework below.

Minimum GPA: 3.0
Test Scores: MCAT = 495 (34th %tile) = 22 on pre-2015 version
DAT = 17 (50th %tile)
GRE = 300 (1100 previous version)

Coursework Required
Introductory Biology and Genetics
General Chemistry I & II
Organic Chemistry I (Organic II strongly recommended)

Enrollment
The enrollment in the program is limited to 15-20 students each cohort.

Financial Aid
Scholarships or financial aid are not available for the master’s program through Furman University. However, students enrolled in the program could be eligible for the Federal Stafford loan program. Tuition will also include professional test preparation through Kaplan. This preparation will cover MCAT, DAT, and GRE.
BIOLOGY
HEALTH SCIENCES
Master of Science:
Community Engaged Medicine

Program of Study (34 credits)

**Summer Term Focus:** Applied Anatomy & Physiology with a Connection to Disparities in Healthcare (12 credits)

- CEM 675A: Healthcare Seminar (2)
- CEM 610: Applied Human Clinical Anatomy (4)
- CEM 615: Applied Human Clinical Physiology (4)
- CEM 605: Implicit Bias & Community Engagement Training (1)
- CEM 606: Clinical Experiential Training Elective (1)
  - 606A: Cardio-pulmonary Interpretation
  - 606B: Advanced Medical Scribe
  - 606C: Behavioral Therapy Certification

**Fall Term Focus:** Patterns & Causes of Health Issues with a Connection to Community Engagement (11 credits)

- CEM 675B: Healthcare Seminar (2)
- CEM 625: Advanced Genetics (3)
- CEM 620: Applied Epidemiology (3)
- CEM 601: Community Medicine Fieldwork (3)

**Spring Term Focus:** Metabolic and Nutritional Aspects of Health within Community Medicine (11 credits)

- CEM 675C: Healthcare Seminar (2)
- CEM 630: Metabolic Biochemistry & Nutrition (3)
- CEM 650: Health Policy (3)
- CEM 601: Community Medicine Fieldwork
Community Engaged Medicine
Course Descriptions

CEM

610 Applied Human Clinical Anatomy (4 lecture + lab)
Prerequisite: None beyond entry into the program, but an undergraduate anatomy course is encouraged
This active, inquiry-based course is a study of structure and function based on actual clinical data including 3D human modeling, x-rays, scans, and MRIs. The use of case-based anatomy modules will foster student collaboration and discussion as they expand on the typical anatomy applied to various diseases, congenital issues, malformations, and syndromes. The particular cases used will complement those used in MSCEM 851 Applied Human Clinical Physiology. Case-study discussion will be supplemented with traditional use of anatomy models, BodyViz 3D Human Anatomy, and dissections.

615 Applied Human Clinical Physiology (4 lecture + lab)
Prerequisite: None beyond entry into the program, but an undergraduate anatomy course is encouraged
This active, inquiry-based course is a study of human physiology based on clinical data including enzyme levels, respiratory indicators, and cardiac indicators. The use of case-based physiology modules foster student collaboration and discussion as they expand on the typical physiology applied to various diseases, congenital issues, malformations, and syndromes. The particular cases used will complement those in MSCEM 850 Applied Human Clinical Anatomy. Case-study discussions will be supplemented with hands-on data acquisition including pulmonary function, cardiac output, stroke volume, pulse, and heart sounds.

620 Applied Epidemiology (3)
Prerequisite: None beyond entry into the program, but statistics is encouraged
This course will cover the epidemiologic concepts and methods used to evaluate the distribution and determinants of health and disease in populations. Emphasis on basic principles of epidemiology, measures in epidemiology, and epidemiologic study designs and analysis. Other topics that are important to an understanding of epidemiology including outbreak investigations, screening, and the role of epidemiology in public health will also be included. Laboratories will focus on the calculation and application of basic epidemiology measures of disease frequency, comparison, and impact, and interpretation of epidemiologic literature.

625 Advanced Genetics (3)
The objectives of this course are to deepen students’ understanding of molecular genetics by using, but not limited to, human examples and to broaden students’ appreciation for the complexity of the impact of genetics on individuals, families, and society. To achieve these objectives, students in this course will be exposed to these tentative topics: gene mapping using modern molecular techniques, whole genome sequencing, whole genome association studies, genome editing, various omics (genomics, transcriptomics, exomics, proteomics, etc.), epigenetics, and quantitative trait analysis. Special discussion topics include, but not limited to, the genetic basis of skin color and whether race is a mere social construct, the genetic basis of personalized medicine and whether it creates two classes of patients. Students will also read the primary articles to learn about the recent advancement in genetics. We will compare the conclusions of the scientists in the primary article and the claims of the science news with an attention-gathering headline, and discuss in which ways genetics shape our worldviews. In addition, students will individually and independently research a human genetic disorder and give three presentations about it in the semester.

630 Metabolic Biochemistry and Nutrition (3)
Thorough knowledge of biochemistry, especially metabolism and nutrition is crucial for understanding disease progression, pathology and overall human health. Building on students understanding of Organic Chemistry (requirement for the program), this course will focus on metabolic pathways with an emphasis on disorders associated with metabolic enzymes. Regulation of the pathways will also be a large component with much discussion focused on metabolic alternations in the fed versus fasted state. The course will focus on alterations to the pathway as seen in various disease states which will be heavily supplemented with primary literature discussions. Nutritional topics will also be introduced including essential vitamins, dietary manipulations, and the impact of nutrition on metabolic disorders and diseases, such as diabetes and obesity.

650 Health Policy (3)
Prerequisite: CEM 620 Applied Epidemiology
This course introduces students to policy analysis by examining issues in the health sector with a focus on the local community. It fosters an appreciation of the complexity of policy problems and the policy making process. Students will use primary literature and current data to develop basic tools for policy design, implementation and evaluation.
601 Community Medicine Fieldwork (3)

Students will be given three options for their year-long fieldwork. Although each field experience is different, students will spend a minimum of 8 hours per week directly observing and engaging with the population. These field experiences will allow students to gain tangible skills in these populations that are not often served by traditional internship/shadowing opportunities. Engagement with these different groups will provide alternative ways of looking at how health and medicine are practiced. Exposure to these different groups will alert students to the interconnectedness of socioeconomic issues, behavioral issues, and cultural issues with health and medicine. Students in these three groups will share their experiences in the Healthcare Seminar, develop electronic portfolio components addressing specific population issues and/or needs, and reflect on their connections and contributions in their journals.

The options include:

- **Registered Behavior Technicians and Behavioral Line Therapy** – Each year hundreds of children in the Upstate of SC are identified with some form of autism, but resources are not available to meet their needs. Autism directly impacts the medical and health fields, yet there is little training for emerging professionals. Students involved in this fieldwork will utilize the skills they obtained having successfully completed the Behavioral Therapy Certification in the preceding summer. Under supervision, students will provide behavioral therapy in small classroom settings.

- **Rural Community Medicine** – Medical issues seen in rural clinics mirror some of those seen in city and suburban practices and hospitals, but those populations typically have more resources at their disposal. Utilizing their skills obtained through the Advanced Medical Scribe training in the preceding summer, students will provide a valuable service while being directly engaged with the physician-patient relationship.

- **Medical Spanish** – The growing need for medical interpreters is not being met, yet adequate care and continued health cannot be provided if a language barrier exists. Students involved in this fieldwork will complete a Cardio-Pulmonary Interpretation training that will assist them in providing information to patients seen in these settings. After completing an intensive two-week training in September, students in this fieldwork will be directly involved in translating conversations between patients and physicians. Students will also attend monthly meetings with medical students from University of SC School of Medicine-Greenville who are involved in a similar translation program.

  **Prerequisite:** SPN 215 (or a heritage speaker). Acceptance to this fieldwork will require an oral interview to assess abilities.

675 Healthcare Seminar (2 per term)

The Healthcare Seminar will provide students a place to share their experiences and contribute their developing expertise to conversations and case-studies used throughout the course. Each term will have a slightly different focus and will be supported by expert guest lectures from Furman University, USC School of Medicine Greenville, Greenville Technical College, as well as additional experts in the medical and health communities. Throughout all three terms, students will develop individual projects bringing together their field experiences reflecting on the common thread of “community engaged medicine.”

675A Summer

Overview of public health providing a broad framework for understanding health disparities in preparation for upcoming field experiences. Directed readings will help students develop individual projects tying together their field experiences with topics such as disease prevention, health promotion, quality metrics and reimbursement. Students will build their own portfolio of primary literature, frame their projects, and reflect on their experiences. The focus on this seminar will complement *Implicit Bias and Community Engagement* training.

675B Fall

Topics will include social determinants of health, health disparities (race, ethnicity, social class), health care delivery (both in the USA and comparatively), and access to care issues. Students will connect these topics to their field experiences, identify intersections with their field experiences, and develop a plan to address these intersections.

675C Spring

Different communities present specific challenges to healthcare, both in the clinical issues seen in the population and access to physicians, hospitals, and therapies. Students will engage in the topic and use of narrative medicine, a field that has emerged in response to these challenges where financial and organization concerns are placed over the needs of the patient. Students will continue to refine their project plans, provide primary readings for the class, present their projects, and provide critiques. Final projects will be presented at Furman Engaged, a university-wide day that celebrates research and scholarly exploration.

CEM 605 Implicit Bias and Community Engagement Training (1)

Students will be involved in a discovery and exploration of hidden biases related to disparities in health (perceived and real). A focus on the recognition of the ways that the human brain perceives differences and ways that this impacts medical care will help prepare students to engage in the local community.
CEM 606 Clinical Experiential Training (1)

606A  Cardio-Pulmonary Interpretation
This optional course will allow students to get hands-on experience with advanced technological procedures used by clinicians. Students will learn how to operate the equipment and interpret the acquired data. This course will complement principles gained in CEM 610: Applied Human Clinical Anatomy and CEM 615: Applied Human Clinical Physiology

606B  Advanced Medical Scribe
This course is required for all students engaged in the Rural Community Medicine fieldwork experience. Students will gain the knowledge necessary to assist their fieldwork supervisors with medical scribing reducing the administrative burden for the physician. Students will gain an appreciation for the value of the scribe to the healthcare team as they learn the nuances of charting, coding, and billing. This not only fills a need in the medical field, but it will make the student more attuned to the observations themselves.

606C  Behavioral Therapy Certification
Students will complete the RBT training during the summer term, take the national standardized test for certification before they begin their work in the fall term.
Typical Schedule – Community Engaged Medicine

Summer Term (10 weeks)

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<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>9-11 AM</td>
<td>Applied Clinical Human Anatomy Lecture</td>
<td>Anatomy Lab (9-11:00)</td>
<td>Implicit Bias &amp; Community Engagement (9-10)</td>
<td>Case study presentation or Exams (Physiology) (9-11:00)</td>
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<tr>
<td>1-2:30 PM</td>
<td>Applied Clinical Human Anatomy Lecture</td>
<td>Physiology Lab (1-3:00)</td>
<td>Clinical (Greenville Tech or Behavioral Therapy Training)</td>
<td>Case study presentation or Exams (Anatomy) (1-3:00)</td>
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<td>4-5:30 PM</td>
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Fall Term (14 weeks)

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<tbody>
<tr>
<td>9-10:30 AM</td>
<td>Advanced Genetics</td>
<td>Advanced Genetics</td>
<td>Applied Epidemiology</td>
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<tr>
<td>2:30-4 PM</td>
<td>Community Medicine Fieldwork (Times and Days Vary with Experience)</td>
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<td>Healthcare Seminar</td>
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Spring Term (14 weeks)

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<tbody>
<tr>
<td>9-10:30 AM</td>
<td>Health Policy</td>
<td>Health Policy</td>
<td>Metabolic Biochemistry and Nutrition</td>
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<tr>
<td>2:30-4 PM</td>
<td>Community Medicine Fieldwork (Times and Days Vary with Experience)</td>
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<td>Healthcare Seminar</td>
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Program of Study

Master of Arts in education with a concentration in

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<th>Fall</th>
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Name ____________________________________________  Furman ID No. ___________________  Advisor ____________________________  Date ___________________

Graduate Studies | 3300 Poinsett Highway | Greenville, SC 29613 | 864.249.2213 | www.furman.edu/gradstudies
### Furman University Graduate Degree

**Admission to Candidacy**

<table>
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<tr>
<th>Course No.</th>
<th>Title of Course as Listed in Catalog</th>
<th>Credit Hours</th>
<th>Date Completed or to be Completed</th>
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**NOTE:** Please attach an unofficial transcript to this form before requesting program coordinator/professor’s signature.

The student has completed the required three courses with a minimum of B (3.0) average and is recommended (by program coordinator or a professor who has taught one of the three completed courses) to continue in the program.

**For Program Coordinator/Professor Use Only**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
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Program Coordinator/Professor Signature ________________________________ Date _____________

**For Graduate Studies Use Only**

Approved: ______________ By: __________________________

Disapproved: ______________ By: __________________________

Comments: __________________________

__________________________________________________________

__________________________________________________________

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(GS3)
Furman University Graduate Degree
Program Completion/Degree Audit

Name ________________________________  FUID# ___________  Degree Sought ___________
Concentration ___________________________________________________________________________  Date ___________

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Transfer Courses:

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NOTE: Please attach an unofficial transcript to this form before requesting program coordinator/professor’s signature.

The student has completed the required courses with a minimum of B (3.0) average and is recommended (by program coordinator) to enroll in the practicum/internship and EDFD 879 to complete the degree.

For Program Coordinator Use Only

Last Name ___________________________  First Name ___________________________
Department __________________________
Program Coordinator Signature ___________________________  Date ___________

For Graduate Studies Use Only

Approved: ________  By: ___________________________
Disapproved: ________  By: ___________________________
Praxis II exam score: ___________________________  Date taken: ___________________________

(GS4)
Furman University Office of Graduate Studies
Intent to Graduate

I, ________________________________________________________________  
(Print name to appear on diploma.)

Address __________________________________________________________

________________________________________________________ Phone ________________________________________________

will complete the course requirements for graduation in the __________________________

(Term) (Year)

to earn a Masters of Arts degree with a concentration in __________________________

If I cannot be present at commencement, please mail my diploma to the following address:

________________________________________________________________________

________________________________________________________________________

I plan to take EDFD 879 Master’s Seminar in Education in __________________________

(Term) (Year)

Name pronunciation

Please spell your name phonetically. This information will be used by the dean for the purpose of announcing your name at commencement.

First name ____________________________________________________________________________

Middle Name __________________________________________________________________________

Last Name ____________________________________________________________________________

If your name is frequently mispronounced, indicate with what it rhymes:

First name ____________________________________________________________________________

Middle Name __________________________________________________________________________

Last Name ____________________________________________________________________________

Signature Date __________________________________________________________________________

If you plan to graduate in May, return this form to the Office of Graduate Studies with fall term registration. If you plan to graduate in August, return this form to the Office of Graduate Studies with spring term registration.

Failure to submit the GS5 on time (fall or spring term registration deadline, depending upon the date of anticipated graduation) will result in a late payment fee and may also delay a student’s graduation.