

## FURMAN UNIVERSITY

Furman University is an independent, co-educational, liberal arts college located on a 750 acre suburban campus on the outskirts of Greenville, South Carolina. Founded by the South Carolina Baptists in 1826, the university is an old institution; yet its facilities are modern. All the buildings on the present campus have been constructed since the late 1950s. Most of Furman's 2600 undergraduates are from the southeastern United States, but more than 40 states and 15 foreign countries are represented in the student population. Working with the Furman students are a faculty and staff whose primary concern is to enhance student learning. 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.

## EDUCATION

The 1897-98 Furman Catalog included a program of Pedagogics among those listed in the university curriculum

(the word "pedagogy" refers to the art of teaching). Education, which first appeared as a department in 1919-20, was a program of study consisting of four courses. In 1936, through a collaborative effort among Furman, The School District of Greenville County, and the Greenville Women's College, the program expanded to become the present Education Department.

## 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 program dates from 1938, when a program leading to the degree of Master of Arts was approved. Today, Furman offers graduate programs in education and chemistry. The Office of Graduate Studies in Education is housed in the garden level of Hipp Hall, one floor below the office of the Education Department.

## 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.

Furman's teacher education program prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect critically on the practice of teaching, promote human dignity, and exemplify ethical and democratic principles in their practice. Furman is committed to a program of continuing teacher education that calls for collaborative, interdependent efforts throughout the academic learning community. Furman's graduate program in education exists as a service program to teachers and other professional school personnel in Upstate South Carolina. The program contributes significantly to the improvement of education in the larger 'community' of which Furman is a part.

## GRADUATE OFFERINGS

Furman offers educational professionals graduate courses leading to:

- A master's degree
- Recertification
- An added area of certification
- Master's plus 30 hours  
(The South Carolina Department of Education Class I Specialist Certificate)
- Professional Growth and Development

Within the Master of Arts program in education, degree concentrations are available for the preparation of teachers and other professional school personnel in **School Leadership** (advanced program) and for the continued preparation of teachers in **Special Education** (emotional/ behavioral disorders, learning disabilities, mental disabilities), **Teaching English to Speakers of Other Languages**, and **Early Childhood Education** (initial programs).

## **COURSE CREDITS AND DESIGNATIONS**

Furman University offers courses for semester hours credit, ranging from one-credit hour courses and workshops to standard three-and-four- credit hour courses. Undergraduate courses are numbered 1-99 and usually carry four hours credit; graduate courses are numbered 100-199 and usually carry three hours credit. With approval by the graduate advisor and the appropriate department chair, upper level courses numbered 30 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.

## **PREFIXES FOR GRADUATE COURSES**

Foundations (EDFD)  
Early Childhood (EDEC)  
Exceptionalities (EDEX)  
Reading (EDRD)  
School Leadership (EDSL)  
Special Topics (ED195)

## **ACADEMIC YEAR AND CALENDAR**

The academic year at Furman consists of three terms. The fall and spring terms are 12 weeks long. The winter term is eight weeks. During the fall and spring terms, evening classes in the graduate program generally meet once weekly for three hours and 30 minutes. In the winter term, evening classes meet twice weekly for two hours and 30 minutes. Day classes generally meet Monday through Friday; class periods are 50 minutes in the fall and spring terms and 75 minutes in the winter term. The summer session at Furman consists of two terms. Courses for graduate students and teachers are offered in a variety of formats. A course schedule for all three regular terms is published each summer and available in the Office of Graduate Studies or online at [www.furman.edu/gradstudies](http://www.furman.edu/gradstudies). A course schedule for summer sessions is published each spring and is also available in the Office of Graduate Studies or online at [www.furman.edu/gradstudies](http://www.furman.edu/gradstudies).

## **ACCREDITATION**

Furman University is accredited to award bachelor's and master's degrees by the Commission on Colleges of the Southern Association of Colleges and Schools. 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 is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and subject to the regulations and guidelines established and implemented by NCATE. The Graduate Studies in Education program is also a member of the Southern Council of Graduate Schools.

## **PROSPECTIVE STUDENT INFORMATION AND PROCEDURES**

Prospective students interested in entering the graduate studies program are encouraged to confer with the Assistant Director in the Graduate Studies Office about procedures for admission prior to completing the application in this handbook.

## **ADMISSIONS**

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).

## **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
- an undergraduate minimum GPA of 2.5 or permission of the Director of Graduate Studies in Education
- completed the graduate application form (GS1 included)
- two completed recommendations (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.
- Photocopy of current teaching certificate

### **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:

- Completed 9 hours of graduate course work at Furman University (three courses with at least one core course, either EDFD 102 or EDFD 104) with a GPA of 3.0
- Completed the Admission to Candidacy Form (GS3 included) and obtained advisor or core course instructor signature

After Admission to Candidacy, all graduate degree candidates in the program are required to:

- Maintain a 3.0 GPA, with no more than two grades of "C" balanced by two grades of "A" in the program (note: grades lower than C are not permissible)

- Continue satisfactory demonstration of content knowledge, pedagogical skills, and dispositions related to the program's conceptual framework and national standards of the Specialty Professional Association (SPA) related to the concentration.
- Resolve any Event/Concern Report (D1) that may be filed.

### PROGRAM COMPLETION/DEGREE AUDIT

Prior to beginning the practicum or internship, a graduate degree candidate must complete a Program Completion/Degree Audit Form (GS4 included) and return to the Office of Graduate Studies with his/her faculty advisor's signature. The OGS will audit the form to insure that required courses have been completed and that the candidate has maintained a 3.0 GPA (B average) for the sequence of courses.

### PROGRAM COMPLETION/GRADUATION

Once the GS4 is approved, the graduate degree candidate will complete the Intent to Graduate Form (GS5) and return it to the Office of Graduate Studies. The GS5 form must be returned to the Office of Graduate Studies with a graduation fee (see enclosed fee schedule).

At the end of EDFD 199 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 SPA.

#### Steps to an MA - Quick View

1. Preliminary Conference - OGS
2. GS1 - Application/fees/transcript references
3. GS2 - Acceptance/official conference OGS
4. Admission to Candidacy - GS3
5. Program Completion/Degree Audit-GS4, begin practicum/internship
6. GS5 - Intent to Graduate Form, complete EDFD 199 and survey
7. GRADUATION

### 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;

to earn credit for the Master's plus 30 hours (Class I Specialist certificate classification) following South Carolina Department of Education guidelines. To be admitted as a non-degree student, an individual should :

- submit the graduate application to the Office of Graduate Studies accompanied by a one-time, non-refundable application fee (see enclosed application and fee schedule)
- submit a transcript from each college attended. A photocopy of the transcript 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 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 *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 Educational 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:

- submit the graduate application (GS1) to the Office of Graduate Studies accompanied by a onetime, non-refundable application fee (found in the special student packet)
- submit the application for admission to the teacher education program to the Education Department.
- 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.

### 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 undergraduate 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, Furman University's will be followed as written in the undergraduate catalogue. A student will be dropped from the course if absent 25 percent 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 director of Graduate Studies.

## COURSE WORK

Graduate degree candidates must complete an approved program of study consisting of a minimum 33 hours of graduate work with an overall B (3.0) average and no more than two grades of C. Included in the 30 hours is a prescribed core of four courses (12 hours) in education (see Programs of Study in this catalog). The Education Department and the Office of Graduate Studies in Education reserve the right to make substitutes in a given program of study as deemed appropriate. 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 Department of Education's web site at [www.myschools.com](http://www.myschools.com). If you are seeking certification in another state you should consult the department of education in that state, as certification requirements may differ.

## CONCEPTUAL FRAMEWORK AND ASSESSMENT SYSTEM

The Conceptual Framework sets forth the vision of Furman University's teacher education program in its efforts to prepare educators who are scholars and leaders. Providing the supporting philosophy and direction for programs, courses, teaching, scholarship, and service, the Conceptual Framework outlines the level of proficiency

expected of graduate candidates enrolled in the Furman teacher education program. It is also the basis for the regular assessment of knowledge, skills, and dispositions of candidates designed to promote and encourage the candidate's growth and development as an educator. Both the Conceptual Framework and the Assessment Packet are provided and discussed at the initial meeting with the graduate advisor. Assessment materials are also available in the Office of Graduate Studies.

## ACADEMIC STATUS

Graduate degree candidate records are reviewed each term, after which students making a C or lower are notified of their current academic status. Graduate credit will not be given for grades below C (1.7). Anyone who has an average below a B (3.0) or who has a grade of C (2.0) or lower on more than two courses will not be allowed to continue in the master's degree program. A graduate candidate who makes a D or an F on a graduate course will be ineligible to complete the master's program.

## 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 grade point average. For each hour attempted, letter grades earn quality points as follows:

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

The grade point average is computed by dividing the total quality points on work attempted at Furman by the number of hours attempted, except for courses with W, I, NR, TS, P, PD or NP.

With the exception of EDFD 199: 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 after 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 the middle of the term following the term in which the "I" was assigned.

The only exceptions are independent study courses. For these courses, the grade of "I" must be changed before

the middle of the second term following the term in which the "I" was assigned. An "I" assigned during the summer session must be changed and the change reported by the professor to the Office of Graduate Studies no later than the middle of the fall term. If an "I" is not changed by the time indicated, it automatically becomes an "F."

## **EXIT REQUIREMENTS**

(see Program Completion above)

## **TIME LIMITATION**

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

## **ACADEMIC REGULATIONS**

### **GRADUATE CREDIT**

Courses numbered 100 and above are taken for graduate credit only. Undergraduate courses numbered 30-99 may be taken for graduate credit with the permission of the graduate 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 Catalogue for descriptions of undergraduate courses. Graduate course descriptions are enclosed.

### **TRANSFER CREDIT**

Not more than six to eight 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 the Office of Graduate Studies. During the academic year and the summer session, graduate degree candidates may register by mail, fax, phone, or in person prior to the final day of registration for each term. Registration on the final day must be in person. Full tuition payment is required at registration. The university reserves the right to restrict enrollment in a course and to withdraw or cancel a course for reasons deemed *facile*. Registration forms may be found online at [www.furman.edu/gradstudies](http://www.furman.edu/gradstudies).

### **LATE REGISTRATION**

Those who miss the mail-in or in-person deadlines may still register for classes in which space is available by coming

to the Office of Graduate Studies prior to the end of the official add/drop period. There is an additional fee for late registration (see enclosed fee schedule). 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 in the fall or spring terms, and before the third class meeting in the winter term. Graduate candidates taking a course that meets daily may withdraw without a grade during the first five days of classes in the fall and spring terms, and the first three days of classes in the winter term. After this time a graduate candidate or student taking a graduate course, may not withdraw from a course without permission from the Director of Graduate Studies. Regulations regarding withdrawal also apply to students enrolled in courses taught off campus.

## **WITHDRAWAL FROM UNIVERSITY**

Graduate candidates enrolled in the graduate program who do not register for a course in two consecutive grading periods (Fall, Winter, 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 Director of Graduate Studies and to meet with a Graduate Studies advisor.

## **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 Director of Graduate 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:

Director of Graduate Studies

Chair of the Education Department

Graduate Appeals Committee

Graduate Council

Vice President for Academic Affairs and Dean

## **ACADEMIC TRANSCRIPTS**

After completing course requirements for the degree, educational professionals are responsible for having transcripts sent by the Office of Academic Records to the appropriate school district and to the department of education in the state in which they are certified.

Official transcripts reflect the student's complete academic record and are currently issued without charge. Requests for official transcripts should be directed in writing to the Office of Academic Records. A request form may be obtained on-line at:

<http://www.furman.edu/registrar/records.html>. Office hours are 8:30 a.m. to 5:00 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.

## **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.

## **FURMAN RESOURCES FOR GRADUATE CANDIDATES**

### **ID CARDS**

Graduate degree candidates need to have a Photo ID to check out materials from the James B. Duke Library or to use Furman's Physical Activities Center. Photo IDs are made at the Student Business Center, "the trailer," located behind McAlister Auditorium. The office is open from 9:00 a.m.-5:00 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 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 serves the needs of students taking music courses. The Ezell Science Reading Room in Plyler Hall houses journals in the natural sciences. 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>.

## **CENTER FOR COLLABORATIVE LEARNING AND COMMUNICATION (CCLC)**

The CCLC's mission is to promote excellence in writing, communication, and technology in the Furman community and to facilitate and support collaborative teaching and learning. CCLC's student consultants are trained to provide one-on-one tutoring for written assignments, oral and media presentations, and a wide variety of software applications for web design, image processing, video capture and editing, and desktop publishing. Facilities include both MacIntosh G4 and Compaq PC computers, flatbed, film, and photo scanners; DVD players and CD and DVD burners; and a digital sound and video studio. Comfortable private and semi-private areas for group collaboration are available in a friendly and supportive atmosphere. To visit CCLC for help with oral, written, or multimedia projects, drop by the lower level of the library or call 294-2323 for an appointment.

## **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 and placement services are available to graduate degree candidates. Located in the University Center, the Office of Career Services administers vocational 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.

## **FINANCIAL AID**

Financial assistance is available to qualified graduate degree candidates through the Financial Aid Office. (See enclosed information.)

## **DINING SERVICES**

The Tower Café, adjacent to the bookstore, and the PalaDen food court and are located on the ground level of the University Center. Meals are available in Daniel Dining Hall on a cash basis. Hours are limited.

## **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. To purchase your parking permit, go to the Student Business Center located in the “trailer” behind McAlister Auditorium.

## **CAMPUS MAP**

A map of the Furman campus is enclosed.

## **OFFICE OF GRADUATE STUDIES IN EDUCATION**

Graduate Studies in Education is administered by the Director of Graduate Studies.

Policies and regulations governing the program are made by the Graduate Council upon recommendation from the Education Department.

Correspondence should be directed to:

Office of Graduate Studies in Education  
Furman University

3300 Poinsett Highway  
Greenville, S.C. 29613-1414

e-mail: [grad.studies@furman.edu](mailto:grad.studies@furman.edu)

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

# FINANCIAL AID

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## HOW TO GET STARTED

1. A student must be enrolled in a degree seeking program through the Office of Graduate Studies to be eligible for assistance. For enrollment information, please contact the Office of Graduate Studies, Hipp Hall Room 014, 864.294.2213.
2. Complete the Application for Financial Aid available at <http://www.furman.edu/gradstudies/FinancialAid.htm> or obtain an application from the Office of Graduate Studies or the Office of Financial Aid.
3. Apply for a Personal Identification Number (PIN) which is used to complete the Free Application for Federal Student Aid (FAFSA) online.
4. Submit the FAFSA available via the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## STAFFORD LOAN

Stafford loans are educational loans made to students through the South Carolina Student Loan Corporation based on need as determined by the Free Application for Federal Student Aid (FAFSA). Graduate students may be eligible to borrow up to \$18,500 each academic year. Only \$8,500 of this amount may be in subsidized Stafford loans. Federal Stafford loans (subsidized) are interest free and held in deferment until six months after termination of enrollment. At that time, repayment begins with a variable interest rate not to exceed 8.25 percent. Students who are not eligible to receive a subsidized Federal Stafford loan may apply for a non-subsidized (no need) Federal Stafford loan. Students receiving a non-subsidized loan are responsible for interest-only payments while in school. A student must enroll on at least a half-time basis (3 hours for master's degree candidate/6 hours for teacher certification students) to be eligible for a Stafford loan.

### To apply for a Stafford loan:

1. Complete the Graduate Studies Application for Financial Aid and send it to the Office of Financial Aid.
2. Complete the FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) and have the results sent to Furman (school code 003434).
  - Stafford loans will be processed electronically for students who borrow from the South Carolina Student Loan Corporation (SCSLC).
  - If this is your first Stafford loan, you will receive a Master Promissory Note (MPN) from the lender. This MPN must be signed and returned to the lender within 30 days of the date generated by the lender. If you currently have an MPN on file, you will not need to complete another one. To verify if you have an MPN for Furman on file with the SCSLC, call 1.800.347.2752 or visit their website (<http://www.slc.sc.edu>).
  - All first-time borrowers through the Federal

Stafford Student Loan Program must complete entrance counseling (<http://mapping-your-future.org/entrancecounseling>) before their funds can be disbursed. An exit interview (<http://mapping-your-future.org/exitcounseling>) 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. Application Forms for the South Carolina Teachers Loan are available in the Office of Financial Aid.

- All first-time borrowers through the Teachers Loan Program must complete entrance counseling (same process as described above for the Stafford). An exit interview must be completed prior to separation from the university (same process as described above for the Stafford).
- Graduate students must maintain a 3.5 GPA. A prerequisite for eligibility is the successful completion of the EEE or Praxis I Exam.

## SOUTH CAROLINA TEACHERS PROGRAM FOR CAREER CHANGERS

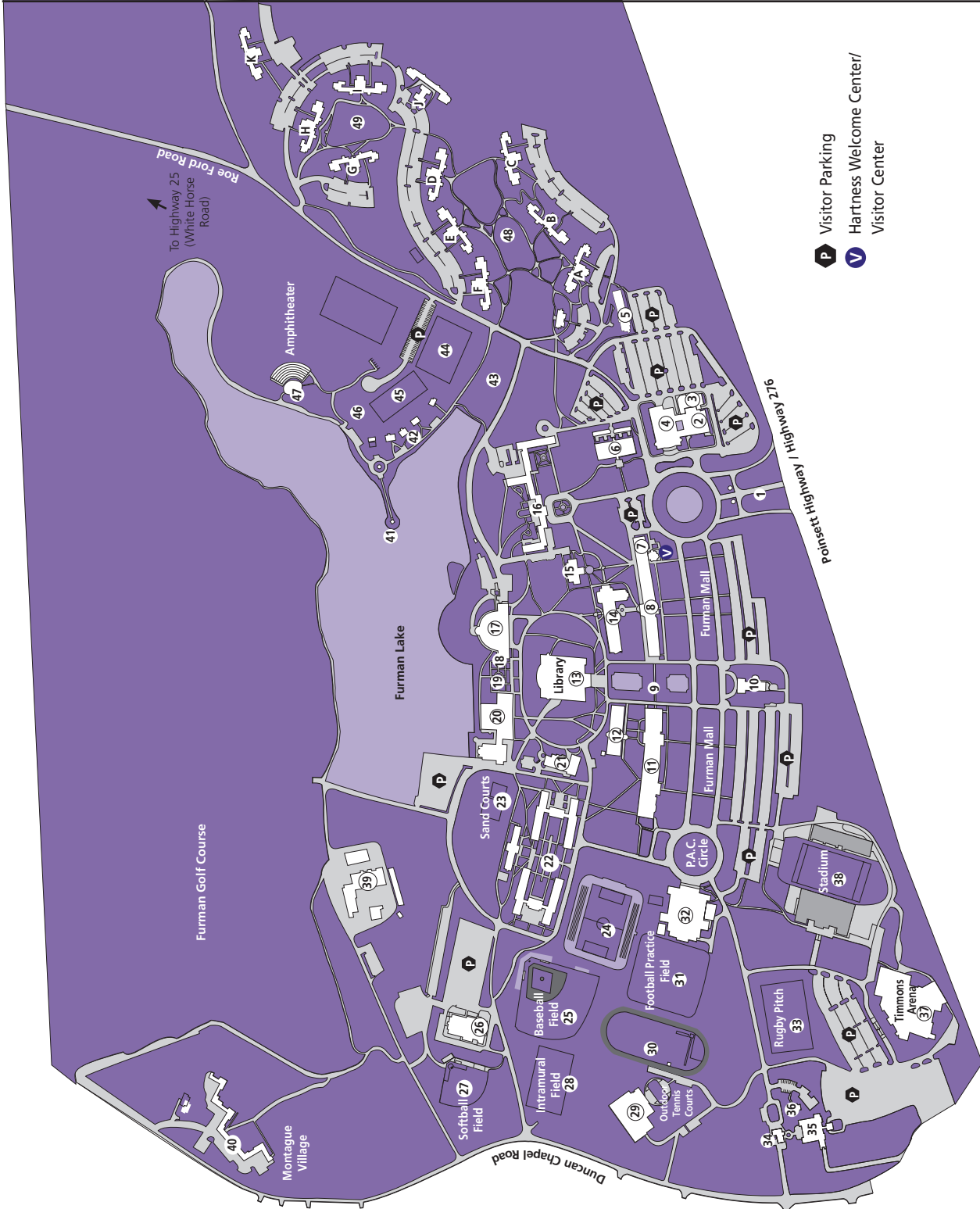
The South Carolina Student Loan Corporation has a Teacher Loan Program for career changers. All applicants must have been employed for a minimum of three years. Also, the student must have completed a baccalaureate degree at least three years ago or have worked as an instructional assistant in South 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 credit hours taken should change, please contact the Office of Financial Aid to determine if your financial assistance will be revised.
- A student whose Stafford loan amount exceeds the cost of tuition may request a refund by completing a refund request form (available at [www.furman.edu/finaid/refunds.htm](http://www.furman.edu/finaid/refunds.htm)).
- Students who withdraw from the university before 60% of the term has been completed and who have federal aid may owe a refund.

For further information, please contact the Office of Financial Aid, Administration Building, Room 103 – 864.294.2204.

1. Main Gate
2. Homozel Mickel Daniel Music Building
3. Nan Trammell Herring Music Pavilion
4. McAlister Auditorium
5. Theatre
6. Thomas Anderson Roe Art Building
7. Alexter G. Furman Administration Building
8. James C. Furman Hall
9. Milford Mall
10. Charles E. Daniel Memorial Chapel
11. John L. Plyler Hall of Science
12. Richard W. Riley Hall
13. James Buchanan Duke Library
14. John E. Johns Hall
15. Joseph Baylis Earle Infirmary
16. Lakeside Housing
17. Charles E. Daniel Dining Hall
18. Hartness Pavilion
19. Janie Earle Furman Rose Garden
20. University Center
21. Herman N. Hipp Hall
22. South Housing
23. Sand Volleyball and Basketball Courts
24. Eugene E. Stone III Soccer Stadium
25. Baseball Field
26. Intercollegiate Athletics Building
27. Pepsi Stadium (Softball Field)
28. Intramural Field
29. Minor H. Mickel Tennis Complex
30. Irvin Belk Complex for Track and Field
31. Robert B. King Football Practice Fields
32. Herman W. Lay Football Activities Center
33. Bryan Center for Military Studies
34. Rugby Pitch
35. Cherydale Alumni House
36. Younts Conference Center
37. DeSantis Pavilion
38. Timmons Arena
39. Paladin Stadium
40. Facilities Services Building
41. Montague Village
42. Bell Tower
43. Shack, Hut, Cabin, Eco-Cottage
44. Japanese Garden
45. Tennis Courts
46. Dan A. Ellis Band Practice Field
47. Old College
48. Amphitheater
49. North Village A-F
50. North Village G-K





# **Furman University Graduate Studies in Education**

## **PROGRAMS OF STUDY**



# MASTER OF ARTS CONCENTRATION: SCHOOL LEADERSHIP

## PROGRAM OF STUDY (42 HOURS)

### CORE

(12 hours of required study)

EDFD 102:	Learning Theory (3)
EDFD 104:	Statistics and Measurement in Education (3)
EDFD 106:	Research in Education (3)
EDFD 108:	The Culture of Schooling in America (3)

### CONCENTRATION

(27 hours of required study)

#### *Recommended sequence of courses*

EDSL 119:	Leadership in Educational Organizations (3)
EDSL 130:	Designing and Implementing Curriculum(3) Prerequisite: EDSL 119
EDSL 125:	Schools and the Law (3)
EDSL 127:	Strategic Planning and Thinking in Education (3)
EDSL 140:	Supervision and Instructional Leadership (3) <i>Prerequisite: EDSL 119; EDSL 130 should be taken prior to or concurrently with EDSL 140.</i>
EDSL 123:	Managing Finance and Resources in Schools (3) <i>Prerequisite: EDSL 119</i>
EDSL 149:	The Principalship (3) <i>Prerequisite: EDSL 119 (Must be taken just prior to beginning the internship.)</i>
EDSL 171E:	Internship in Elementary School Administration (2)
EDSL 172E:	Internship in Elementary School Administration (2)
EDSL 173E:	Internship in Elementary School Administration (2)
OR	
EDSL 171S:	Internship in Secondary School Administration (2)
EDSL 172S:	Internship in Secondary School Administration (2)
EDSL 173S:	Internship in Secondary School Administration (2)

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

### EXIT REQUIREMENT

(3 hours)

EDFD 199:	Master's Seminar in Education (3) <i>(Must be the last course in the degree program.)</i>
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To complete the Master of Arts degree in education, a candidate must

1. submit score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199: Master's Seminar in Education (3 hours graduate credit)

A passing score of 590 is required on the Praxis II Educational Leadership: Administration and Supervision test in order to be recommended for certification in this area by Furman University.

Note: Additional South Carolina Department of Education requirements for certification:

1. Valid South Carolina teacher's Professional Certificate at the appropriate level (K-8) or (7-12).
2. Minimum qualifying score on the approved area administrator's examination adopted by the State Board of Education for use in South Carolina.
3. 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.

# MASTER OF ARTS

## CONCENTRATION: EARLY CHILDHOOD EDUCATION

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### PROGRAM OF STUDY

#### (33 HOURS)

(for teachers who have met South Carolina Department of Education requirements for certification or endorsement in Elementary Education)

#### CORE

(12 hours of required study)

EDFD 102:	Learning Theory (3)
EDFD 104:	Statistics and Measurement in Education (3)
EDFD 106:	Research in Education (3)
EDFD 108:	The Culture of Schooling in America (3)

#### CONCENTRATION

(18 hours of required study)

##### *Recommended Sequence of Courses*

EDEC 140:	Caregiving and Learning: The Infant and Toddler Years (3) <i>Prerequisite: Human Growth and Development or equivalent. Recommended: EDEC 142</i>
EDEC 141:	Teaching and Learning: The Preschool Years (3)
EDEC 142:	Teaching and Learning: The Early Primary Years (3) <i>Prerequisite: Human Growth and Development or equivalent. Recommended: EDEC 142</i>
EDEC 146:	Methods and Materials for Educating Young Children with Diverse Abilities (3) <i>Prerequisite: Human Growth and Development or equivalent.</i>
ELECTIVE:	(to be approved by graduate adviser) (3)
EDEC 160:	Practicum in Teaching the Young Child (3) <i>Prerequisites: EDEC 140, 141, 142, 146. Must be the last course in the Early Childhood sequence.</i>

#### EXIT REQUIREMENT

(3 hours)

To complete the Master of Arts degree in education, a candidate must:

1. submit a score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199 Master's Seminar in Education (3 hours graduate credit)

EDFD 199:	Master's Seminar in Education (3) <i>(Must be the last course in the degree program. The practicum is the only course that can be taken concurrently with EDFD 199.)</i>
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A passing score of 520 is required on the Praxis II Early Childhood Education test in order to add the early childhood endorsement in South Carolina.

# MASTER OF ARTS CONCENTRATION: LEARNING DISABILITIES

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## PROGRAM OF STUDY

(36 HOURS)

(Prerequisite: a minimum of 3 hours of coursework in methods of teaching mathematics.)

### CORE

(12 hours of required study)

EDFD 102:	Learning Theory (3)
EDFD 104:	Statistics and Measurement in Education (3)
EDFD 106:	Research in Education (3)
EDFD 108:	The Culture of Schooling in America (3)

EDEX 142: Procedures for Teaching Individuals with Exceptional Learning Needs II: Grade 6 through Transition (3)

*Prerequisites: EDEX 121 and 122*

EDEX 145: Social and Behavioral Interventions (3)

EDEX 162: Practicum in Teaching Students with Learning Disabilities (3)

*Prerequisites: EDEX 141, 142, and 145 or permission of instructor*

### CONCENTRATION

(21 hours of required study)

#### *Recommended Sequence of Courses*

EDRD 140: Literacy in the Elementary School (3)  
*(Must complement the candidate's prior courses in reading; approval of adviser required)*

#### OR

EDRD 141: Teaching Reading in Content Areas (3)  
*(Must complement the candidate's prior courses in reading; approval of adviser required)*

EDEX 121: Education of Students with Exceptionalities (3)  
*(Must be taken at the graduate level if not previously taken at the undergraduate level)*

EDEX 122: Nature of Learning Disabilities (3)

EDEX 141: Procedures for Teaching Individuals with Exceptional Learning Needs I: Pre-K through Grade 5 (3)  
*Prerequisites: EDEX 121 and 122*

### EXIT REQUIREMENT

(3 hours)

To complete the Master of Arts degree in education, a candidate must:

1. submit a score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199 Master's Seminar in Education (3 hours graduate credit)

EDFD 199: Master's Seminar in Education (3)  
*(Must be the last course in the degree program. The practicum is the only course that can be taken concurrently with EDFD 199.)*

Passing score on the Praxis II tests required for adding endorsement may be found on the South Carolina Department of Education website: [www.scteachers.org](http://www.scteachers.org) under certification, South Carolina's required examinations.

# MASTER OF ARTS

## CONCENTRATION: EMOTIONAL/BEHAVIORAL DISORDERS

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### PROGRAM OF STUDY

(33-36 HOURS)

(Prerequisite: a minimum of 3 hours of coursework in methods of teaching mathematics.)

#### CORE

(12 hours of required study)

EDFD 102:	Learning Theory (3)
EDFD 104:	Statistics and Measurement in Education (3)
EDFD 106:	Research in Education (3)
EDFD 108:	The Culture of Schooling in America (3)

EDEX 142: Procedures for Teaching Individuals with Exceptional Learning Needs II: Grade 6 through Transition (3)

*Prerequisites: EDEX 121 and 122*

EDEX 145: Social and Behavioral Interventions (3)

EDEX 163: Practicum in Teaching Students with Emotional/Behavioral Disorders (3)

*Prerequisites: EDEX 141, 142, and 145 or permission of instructor*

#### CONCENTRATION

(21 hours of required study)

##### *Recommended Sequence of Courses*

EDRD 140:	Literacy in the Elementary School (3) (or equivalent taken at either the under graduate or graduate level) <i>(Must complement the candidate's prior courses in reading; approval of adviser required)</i>
EDEX 121:	Education of Students with Exceptionalities (3) <i>(Must be taken at the graduate level if not previously taken at the undergraduate level)</i>
EDEX 123:	Nature of Emotional/Behavioral Disorders (3)
EDEX 141:	Procedures for Teaching Individuals with Exceptional Learning Needs I: Pre-K through Grade 5 (3) <i>Prerequisites: EDEX 121 and 122</i>

#### EXIT REQUIREMENT

(3 hours)

To complete the Master of Arts degree in education, a candidate must:

1. submit a score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199 Master's Seminar in Education (3 hours graduate credit)

EDFD 199: Master's Seminar in Education (3)

*(Must be the last course in the degree program. The practicum is the only course that can be taken concurrently with EDFD 199.)*

SDE Required Courses for EH Certification and NOT included in the Furman MA degree  
Educational Assessment of Exceptional Children (note: content included in EDEX 141 and 142)

Passing score on the Praxis II tests required for adding endorsement may be found on the South Carolina Department of Education website: [www.sctechners.org](http://www.sctechners.org) under certification, South Carolina's required examinations.

# MASTER OF ARTS CONCENTRATION: MENTAL DISABILITIES

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## PROGRAM OF STUDY

(33-36 HOURS)

(Prerequisite: a minimum of 3 hours of coursework in methods of teaching mathematics.)

### CORE

(12 hours of required study)

EDFD 102:	Learning Theory (3)
EDFD 104:	Statistics and Measurement in Education (3)
EDFD 106:	Research in Education (3)
EDFD 108:	The Culture of Schooling in America (3)

EDEX 142: Procedures for Teaching Individuals with Exceptional Learning Needs II: Grade 6 through Transition (3)

*Prerequisites: EDEX 121 and 122*

EDEX 145: Social and Behavioral Interventions (3)

EDEX 164: Practicum in Teaching Students with Learning Disabilities (3)

*Prerequisites: EDEX 141, 142, and 145 or permission of instructor*

### CONCENTRATION

(18-21 hours of required study)

#### *Recommended Sequence of Courses*

EDRD 140:	Literacy in the Elementary School (3) <i>(Must complement the candidate's prior courses in reading; approval of adviser required)</i>
EDEX 121:	Education of Students with Exceptionalities (3) <i>(Must be taken at the graduate level if not previously taken at the undergraduate level)</i>
EDEX 124:	Nature of Mental Disabilities (3)
EDEX 141:	Procedures for Teaching Individuals with Exceptional Learning Needs I: Pre-K through Grade 5 (3) <i>Prerequisites: EDEX 121 and 122</i>

### EXIT REQUIREMENT

(3 hours)

To complete the Master of Arts degree in education, a candidate must:

1. submit a score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199 Master's Seminar in Education (3 hours graduate credit)

EDFD 199: Master's Seminar in Education (3)

*(Must be the last course in the degree program. The practicum is the only course that can be taken concurrently with EDFD 199.)*

Passing score on the Praxis II tests required for adding endorsement may be found on the South Carolina Department of Education website: [www.sctechners.org](http://www.sctechners.org) under certification, South Carolina's required examinations.

# MASTER OF ARTS

## CONCENTRATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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### PROGRAM OF STUDY

(15 HOURS FOR CERTIFICATION)  
(36 HOURS FOR MASTER'S DEGREE)

#### CORE

(12 hours of required study for master's)

EDFD 102:	Learning Theory (3)
EDFD 104:	Statistics and Measurement in Education (3)
EDFD 106:	Research in Education (3)
EDFD 108:	The Culture of Schooling in America (3)

#### CONCENTRATION

(12 hours of required study for both master's and certification)

EDOL 121	Sociolinguistics for English Language Learners (3)
EDOL 140:	Principles and Strategies for Teaching English Language Learners (3)
EDOL 141:	Teaching Reading and Writing to PK-12 English Language Learners (3)

#### ELECTIVES

(certification students take only one; master's candidates must take all three)

EDOL 120:	Linguistic and Cultural Diversity in Education (3)
EDOL 123:	Bilingual Special Education (3)
EDOL 143:	Content Modification for English Language Learners (3)

EDOL 160:	Practicum I: Principles and Strategies for Teaching English Language Learners (3) <i>(Both certification students and master's candidates must take)</i>
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#### EXIT REQUIREMENT

(3 hours Master's Candidates)

EDFD 199:	Master's Seminar in Education (3) <i>(Must be the last course in the degree program)</i>
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**Please note:** A second language experience is required by the State Department of Education which may be met by:

1. Six semester hours in courses in a single second language
2. Completion of an 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.

**Furman University**  
**Graduate Studies in Education**

**TEACHER TO TEACHER PROGRAMS OF STUDY**



**MASTER OF ARTS  
CONCENTRATION: SPECIAL EDUCATION  
LEARNING DISABILITIES  
EMOTIONAL/BEHAVIORAL DISORDERS  
MENTAL DISABILITIES**

(The add-on certification master's with a concentration in one of the three areas of special education is limited to Furman students enrolled in the five-year extended program.)

**PROGRAM OF STUDY  
(33-36 HOURS)**

(Prerequisite: a minimum of 3 hours of coursework in methods of teaching mathematics.)

**CORE**

(18 hours of required study)

- EDEP 100: Research and Inquiry, Part I (3)  
*(must be taken concurrently with EDEP 170)*
- EDEP 101: Research and Inquiry, Part II (3)
- EDFD 108: The Culture of Schooling in America (3)
- EDEP 140: Best Practices for the Induction Teacher (3)
- EDEP 170: Teaching Internship (6)  
*(must be taken concurrently with EDEP 100)*

- EDEX 162: Practicum in Teaching Students with Learning Disabilities (3)  
OR
- EDEX 163: Practicum in Teaching Students with Emotional/Behavioral Disorders (3)  
OR
- EDEX 164: Practicum in Teaching Students with Mental Disabilities (3)

**CONCENTRATION**

(12-15 hours of required study)

- EDEX 122: Nature of Learning Disabilities (3)  
*(if not previously taken at the undergraduate level)*  
OR
- EDEX 123: Nature of Emotional/Behavioral Disorders (3)  
*(if not previously taken at the undergraduate level)*  
OR
- EDEX 124: Nature of Mental Disabilities (3)  
*(if not previously taken at the undergraduate level)*
- EDEX 141: Procedures for Teaching Individuals with Exceptional Learning Needs I: Pre-K through Grade 5 (3)
- EDEX 142: Procedures for Teaching Individuals with Exceptional Learning Needs II: Grade 6 through Transition (3)  
*Prerequisites: EDEX 121 and 122*
- EDEX 145: Social and Behavioral Interventions (3)

**EXIT REQUIREMENT**

(3 hours)

- EDFD 199: Master's Seminar in Education (3)  
*(Must be the last course in the degree program. The practicum is the only course that can be taken concurrently with EDFD 199.)*

To complete the Master of Arts degree in education, a candidate must:

1. submit a score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199 Master's Seminar in Education (3 hours graduate credit)

# MASTER OF ARTS TEACHER TO TEACHER PROGRAM CONCENTRATION: EARLY CHILDHOOD EDUCATION

(The add-on certification master's with a concentration in one of the three areas of special education is limited to Furman students enrolled in the five-year extended program.)

## PROGRAM OF STUDY (33-36 HOURS)

### CORE

(18 hours of required study)

EDEP 100:	Research and Inquiry, Part I (3) <i>(must be taken concurrently with EDEP 170)</i>
EDEP 101:	Research and Inquiry, Part II (3)
EDFD 108:	The Culture of Schooling in America (3)
EDEP 140:	Best Practices for the Induction Teacher (3)
EDEP 170:	Teaching Internship (6) <i>(must be taken concurrently with EDEP 100)</i>

### CONCENTRATION

(12-15 hours of required study)

EDEC 140:	Caregiving and Learning: The Infant and Toddler Years (3) <i>Prerequisite: Human Growth and Development or equivalent. Recommended: EDEC 142</i>
EDEC 141:	Teaching and Learning: The Preschool Years (3)
EDEC 142:	Teaching and Learning: The Early Primary Years (3) <i>Prerequisite: Human Growth and Development or equivalent. Recommended: EDEC 142</i>
EDEC 146:	Methods and Materials for Educating Young Children with Diverse Abilities (3) <i>Prerequisite: Human Growth and Development or equivalent.</i>
EDEC 160:	Practicum in Teaching the Young Child (3) <i>Prerequisites: EDEC 140, 141, 142, 146. Must be the last course in the Early Childhood sequence.</i>

### EXIT REQUIREMENT

(3 hours)

EDFD 199:	Master's Seminar in Education (3) <i>(Must be the last course in the degree program. The practicum is the only course that can be taken concurrently with EDFD 199.)</i>
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To complete the Master of Arts degree in education, a candidate must:

1. submit a score on Praxis II subject area test required by the South Carolina Department of Education to add endorsement in the master's concentration area.
2. successfully complete EDFD 199 Master's Seminar in Education (3 hours graduate credit)

NOTE: If ED 25 is taken at Furman at the undergraduate level, then no substitute is made for EDEC 142 at the graduate level and the total hours of the program is reduced by three hours. Thus, the Teacher to Teacher Programs student who take ED 25 at the undergraduate level at Furman will have a graduate program of 33 hours; the student who takes EDEC 142 at the graduate level, rather than ED 25 at the undergraduate level will have a 36-hour program.

**MASTER OF ARTS  
TEACHER TO TEACHER PROGRAM  
CONCENTRATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

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**PROGRAM OF STUDY  
(42 HOURS FOR MASTER'S DEGREE)**

**CORE**

(18 hours of required study)

EDEP 100:	Research and Inquiry, Part I (3) <i>(must be taken concurrently with EDEP 170)</i>
EDEP 101:	Research and Inquiry, Part II (3)
EDFD 108:	The Culture of Schooling in America (3)
EDEP 140:	Best Practices for the Induction Teacher (3)
EDEP 170:	Teaching Internship (6) <i>(must be taken concurrently with EDEP 100)</i>

EDOL 160:	Practicum I: Principles and Strategies for Teaching English Language Learners (3) <i>(Both certification students and master's candidates must take)</i>
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**EXIT REQUIREMENT**

(3 hours)

EDFD 199:	Master's Seminar in Education (3) <i>(Must be the last course in the degree program)</i>
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**CONCENTRATION**

(21 hours of required study)

EDOL 121	Sociolinguistics for English Language Learners (3)
EDOL 140:	Principles and Strategies for Teaching English Language Learners (3)
EDOL 141:	Teaching Reading and Writing to PK-12 English Language Learners (3)
EDOL 120:	Linguistic and Cultural Diversity in Education (3)
EDOL 123:	Bilingual Special Education (3)
EDOL 143:	Content Modification for English Language Learners (3)

Please note: A second language experience is required by the State Department of Education which may be met by:

1. Six semester hours in courses in a single second language
2. Completion of an 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.

# COURSE DESCRIPTIONS

## GRADUATE EDUCATION

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The numbers in parentheses following course titles indicate the number of semester hours credit.

### EDUCATION

Note: **ED 20 Human Growth and Development** is a prerequisite for all education courses except ED 01.

### EXTENDED PROGRAM (EDEP)

#### **100 Inquiry and Research in the Classroom, Part I (3)**

*Prerequisites: 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 and taken concurrently with EDEP 170: Teaching Internship. 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 must also take EDEP 101: Inquiry and Research in the Classroom, Part II.

#### **101 Inquiry and Research in the Classroom, Part II (3)**

*Prerequisite: EDEP 100.*

As a follow-up to EDEP 100, the course continues to focus on developing induction teachers as leaders and scholars. Building on the research done in EDEP 100, 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.

#### **140 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 ADEPT, 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.

#### **170 Teaching Internship (6)**

*Prerequisites: 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 and taken concurrently with EDEP 100: Inquiry and Research in the Classroom.* 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.

### FOUNDATIONS (EDFD)

#### **102 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.

#### **104 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.

#### **106 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.

### **108 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.

### **199 Master's Seminar in Education (3)**

*Note: Candidates for the Master of Arts degree in education must enroll in EDFD 199: Master's Seminar in Education as the culminating course in the degree program. Registration for EDFD 199 requires permission of graduate adviser.*

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 course work 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.

## **EARLY CHILDHOOD (EDEC)**

### **140 Caregiving and Learning: The Infant and Toddler Years (3)**

*Prerequisite: ED 20 or equivalent.*

*Recommended: EDEC 142.*

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.

### **141 Teaching and Learning: The Preschool Years (3)**

*Prerequisite: ED 20 or equivalent.*

*Recommended: EDEC 142.*

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.

### **142 Teaching and Learning: The Early Primary Years (3)**

*Prerequisite: ED 20 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.

### **146 Methods and Materials for Educating Young Children with Diverse Abilities (3)**

*Prerequisite: ED 20 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.

### **160 Practicum in Teaching the Young Child (3)**

Supervised application of instructional methods for the young child.

*Prerequisites: EDEC 140, 141, 142, 146. Must be the last course in the early childhood sequence.*

## **EXCEPTIONALITIES (EDEX)**

### **121 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.

### **122 Nature of Learning Disabilities (3)**

*Prerequisite: EDEX 121 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.

**123 Nature of Emotional/Behavioral Disorders (3)**

*Prerequisite: EDEX 121 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.

**124 Nature of Mental Disabilities (3)**

*Prerequisite: EDEX 121 or equivalent, or permission of instructor.*

Lifespan survey of characteristics, needs, and special programs for persons with mental disabilities. Course includes the social and cultural conceptualization of mental retardation, etiology, identification and placement and current trends. Field-based experiences are incorporated.

**141 Procedures for Teaching Individuals with Exceptional Learning Needs I: Pre-K Through Grade 5 (3)**

*Prerequisite: ED 121 or equivalent; EDEX 122, 123 or 124 or permission of instructor.*

Processes of assessment specific to individuals with exceptional learning needs; the development of appropriate individualized education plans (IEPs) for these students, pre-K-grade 5; instructional theories and procedures; and planning of inclusive curricula. Study of appropriate and effective instructional practices using students' individualized family service plans (IFSPs) and IEPs.

**142 Procedures for Teaching Individuals with Exceptional Learning Needs II: Grade 6 Through Transition (3)**

*Prerequisite: ED 121 or equivalent; EDEX 122, 123 or 124; 141 or permission of instructor.*

Procedures for teaching middle and high school students with exceptional learning needs and exploration of postsecondary/transition options. Study of appropriate and effective instructional practices using students' individualized education plans (IEPs) and individualized transition plans (ITPs). Includes research of appropriate alternative assessments. Collaboration with agencies is an integral component of the course.

**143 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.

**145 Social and Behavioral Interventions (3)**

*Prerequisite: EDEX 121 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.

**146 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.

**162 Practicum in Teaching Students with Learning Disabilities (3)**

*Prerequisites: EDEX 121, 122, 141 and 142, or permission of instructor.*

Supervised application of instructional and behavior management strategies for students with learning disabilities.

**163 Practicum in Teaching Students with Emotional/Behavioral Disorders (3)**

*Prerequisites: EDEX 121, 123, 141 and 142, or permission of instructor.*

Supervised application of instructional and behavior management strategies for students with emotional/behavioral disorders.

**164 Practicum in Teaching Students with Mental Disabilities (3)**

*Prerequisites: EDEX 121, 124, 141 and 142, or permission of instructor.*

Supervised application of instructional and behavior management strategies for students with mental disabilities.

## READING (EDRD)

### 140 Literacy in the Elementary School (3)

Designed to give an understanding of reading as a process and develop reading and writing proficiency in the elementary school. Topics include creating a literate environment conducive to the development of students as readers, writers, thinkers and reactors; trends and innovations in teaching reading and writing; helping students to build listening, speaking, reading and writing vocabularies and to learn and apply comprehension and study strategies.

### 141 Teaching Reading in the Content Areas (3)

Designed for prospective and practicing school teachers, with practical suggestions for the reading specialist and the content teacher.

## SCHOOL LEADERSHIP (EDSL)

### 119 Leadership in Educational Organizations (3)

A study of administrative theory; leadership principles; the conceptual and structural organization of public education; and educational governance at the federal, state and local levels.

### 123 Managing Finance and Resources in Schools (3)

*Prerequisite: EDSL 119.*

This course is the study of the management concepts and techniques related to finance, business functions, and human resources, with emphasis on school-level administration.

### 125 Schools and the Law (3)

Examination of selected court cases in relation to public and non-public schools, with implications for school practice.

### 127 Strategic Planning and Thinking in Education (3)

This course is a study of strategic planning and thinking for the learner-focused educational system which integrates curriculum, instruction, assessment, facilities, human resources, finance, and educational technology.

### 130 Designing and Implementing Curriculum (3)

*Prerequisite: EDSL 119. Should be taken prior to or concurrently with EDSL 140.*

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.

### 140 Supervision and Instructional Leadership (3)

*Prerequisite: EDSL 119 and EDSL 130.*

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.

### 149 The Principalship (3)

*Prerequisite: EDSL 119.*

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.

### 171E Internship in Elementary School Administration (2)

### 172E Internship in Elementary School Administration (2)

### 173E Internship in Elementary School Administration (2) OR

### 171S Internship in Secondary School Administration (2)

### 172S Internship in Secondary School Administration (2)

### 173S Internship in Secondary School Administration (2)

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.

Typical Calendar of Courses		Fall	Winter	Spring	Summer I	Summer II
Early Childhood			EDEC 142		EDEC 140	EDEC 146
					EDEC 141	EDEC 160
<b>Special Education</b>						
	EDEX 121	EDEX 122	EDEX 123	EDEX 121	EDEX 121	EDEX 141
		EDEX 123			EDEX 122	EDEX 162
		EDEX 124			EDEX 142	EDEX 163
					EDEX 145	EDEX 164
<b>School Leadership</b>						
	EDSL 119	EDSL 123	EDSL 149	EDSL 125		
	EDSL 140	EDSL 130	EDSL 173E/S	EDSL 127		
	EDSL 171E/S	EDSL 172E/S				
<b>CORE</b>						
	EDFD 104	EDFD 102	EDFD 104	EDFD 104	EDFD 102	EDFD 102
	EDFD 106	EDFD 108	EDFD 106	EDFD 108	EDFD 199	
	EDFD 199					

# **Furman University Graduate Studies in Education**

## **FORMS**

**Online at [www.furman.edu/gradstudies](http://www.furman.edu/gradstudies)**



# APPLICATION FOR ADMISSION TO GRADUATE STUDIES IN EDUCATION

**For recertification credit:** (1) Submit this completed application form; (2) Pay a \$50 application fee; (3) Submit copies of all degree transcripts. Photocopies are acceptable. **Applicants for the master's degree submit:** (1) official transcripts mailed from each college attended; (2) two recommendations completed on forms provided by the Office of Graduate Studies; PRAXIS/NTE scores for each area of certification; and a photocopy of the current teaching credential, if applicable. Admission to the graduate program is contingent upon receipt of this application and other required documents by the Office of Graduate Studies at least two weeks prior to the anticipated date of entrance. Transcripts and recommendations become the property of the university. Students seeking financial assistance should contact the Office of Financial Aid regarding requirements and deadlines.

1. \_\_\_\_\_  
LAST NAME FIRST NAME MIDDLE NAME MAIDEN NAME, IF APPLICABLE

2. Preferred name \_\_\_\_\_ 3. Social Security Number \_\_\_\_\_

4. Sex  M  F 5. Race\* \_\_\_\_\_ 6. Religious Denominations\* \_\_\_\_\_

7. Mailing address \_\_\_\_\_  
STREET AND NUMBER CITY STATE ZIP

8. Home phone \_\_\_\_\_ Business phone \_\_\_\_\_ Cell phone \_\_\_\_\_  
 E-Mail \_\_\_\_\_ 9. Date of birth \_\_\_\_\_ 10. Are you a U.S. citizen?  Yes  No

11. Occupation \_\_\_\_\_ 12. Name of school/business \_\_\_\_\_

13. Area(s) of certification \_\_\_\_\_ 14. Date latest certificate issued \_\_\_\_\_

15. Teaching experience (last three positions only, beginning with most recent)

DATES	SCHOOL	GRADE(S) TAUGHT	CITY	STATE

16. Have you ever been enrolled at Furman?  Yes  No  Graduate  Undergraduate  
 If yes, when? \_\_\_\_\_ Under what name? \_\_\_\_\_  
TERM AND YEAR

17. Summary of educational record: Include undergraduate degree, graduate degrees (if applicable), and graduate and non-degree studies. Please specify name on transcript if different from present name. \_\_\_\_\_

COLLEGE/UNIVERSITY	DATES	MAJOR	DEGREE

**PRAXIS/NTE Score** \_\_\_\_\_ Field of certification \_\_\_\_\_ Date taken \_\_\_\_\_

**PRAXIS/NTE Score** \_\_\_\_\_ Field of certification \_\_\_\_\_ Date taken \_\_\_\_\_

\*Requested for institutional reports.

(Over)



18. Check one of the following to indicate why you are attending Furman.

- Master of Arts degree
- Master's degree + 30, following South Carolina Department of Education guidelines
- Master's degree + 30, following structured program for second master's at Furman
- Adding 18 hours after bachelor's
- Teacher to Teacher and Master's degree
- Teacher to Teacher
- Certificate renewal
- Initial certification
- Indicate area \_\_\_\_\_
- Adding teaching endorsement
- Indicate area \_\_\_\_\_
- Transferring credit to another school

19. Check your field of concentration for graduate work:

School Leadership

- Elementary
- Secondary

Special Education

- Learning Disabilities
- Emotional/Behavioral Disorders
- Mental Disabilities

- Early Childhood Education
- Teaching English to Speakers of Other Languages (TESOL)

20. Have you ever been suspended, expelled from school or convicted of a criminal offense?  Yes  No  
If "yes," give details on a separate sheet.

21. Give names and addresses of two individuals who are familiar with your teaching career and/or your academic work. Recommendations must come from the principal, assistant principal, instructional coach or department chair at the school where you teach. **Candidates for the master's degree are responsible for having the individuals listed below provide recommendations on forms provided by the Office of Graduate Studies.** (Furman graduates are exempt from this requirement.) The forms should be mailed to the Office of Graduate Studies, Furman University, 3300 Poinsett Highway, Greenville, S.C. 29613-1414. Non-degree candidates, including those taking courses for recertification, are not required to submit recommendations.

(NAME)

(POSITION)

(ADDRESS)

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22. Do you intend to apply for financial assistance?  Yes  No To apply for a Stafford Loan, graduate students must have completed all requirements for admission to the graduate program and have planned a program of study with a graduate advisor. It is the student's responsibility to contact Financial Aid regarding application process.

23. Date of proposed entrance \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**A \$50 nonrefundable, one-time application fee is required of all students. Make check payable to Furman University and return with the application to the Office of Graduate Studies.**

Should you wish to provide any additional information, please attach a separate sheet.

**APPLICANT RECOMMENDATION FORM**  
**Furman University**  
**Office of Graduate Studies**  
**Graduate Education**

**RETURN FORM IN SEALED ENVELOPE TO:**

Furman University  
 Office of Graduate Studies  
 3300 Poinsett Highway  
 Greenville, SC 29613-1414

TO BE COMPLETED BY APPLICANT. PLEASE TYPE OR PRINT.

Term you wish to enroll:  Fall  Winter  Spring  1<sup>st</sup> Summer Session  2<sup>nd</sup> Summer Session Year: \_\_\_\_\_

Name: \_\_\_\_\_  

Last
First
Maiden, if applicable/or middle
Social Security Number

I agree that the recommendation I am requesting shall be held in confidence by officials of Furman University and I hereby waive any rights I may have to examine it.  Yes  No

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

TO BE COMPLETED BY PERSON OFFERING RECOMMENDATION.

How long and in what connection have you known the applicant? \_\_\_\_\_

Please rate the applicant for graduate study in education based on the following:

	High 1 (top 10%)	Above Average 2 (top 25%)	Average 3 (middle 50%)	Low 4 (bottom 25%)	No Basis for Judgment
Performance as a teacher					
Professional attitude					
Perseverance toward goals					
Interest in professional growth					
Ability to work with others					
Ability to think logically and analytically					
Enthusiasm for learning and teaching					
Originality and intellectual curiosity					
Maturity (poise, self-control, flexibility)					
Judgment and common sense					
Integrity					
Written expression					
Oral expression					
Skill in use of educational technology					
Leadership potential					

- \_\_\_\_\_ Recommended highly
- \_\_\_\_\_ Recommended
- \_\_\_\_\_ Recommended with reservation
- \_\_\_\_\_ Not recommended

(See back)



**APPLICANT RECOMMENDATION FORM**  
**Furman University**  
**Office of Graduate Studies**  
**Graduate Education**

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Name: \_\_\_\_\_  
Last First Maiden, if applicable/or middle Social Security Number

I agree that the recommendation I am requesting shall be held in confidence by officials of Furman University and I hereby waive any rights I may have to examine it.  Yes  No

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

TO BE COMPLETED BY PERSON OFFERING RECOMMENDATION.

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	High 1 (top 10%)	Above Average 2 (top 25%)	Average 3 (middle 50%)	Low 4 (bottom 25%)	No Basis for Judgment
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Professional attitude					
Perseverance toward goals					
Interest in professional growth					
Ability to work with others					
Ability to think logically and analytically					
Enthusiasm for learning and teaching					
Originality and intellectual curiosity					
Maturity (poise, self-control, flexibility)					
Judgment and common sense					
Integrity					
Written expression					
Oral expression					
Skill in use of educational technology					
Leadership potential					

- \_\_\_\_\_ Recommended highly
- \_\_\_\_\_ Recommended
- \_\_\_\_\_ Recommended with reservation
- \_\_\_\_\_ Not recommended

(See back)



## PROGRAM OF STUDY

Master of Arts in Education with a concentration in \_\_\_\_\_

Fall 200__	Winter 200__	Spring 200__	Summer I 200__	Summer II 200__
Fall 200__	Winter 200__	Spring 200__	Summer I 200__	Summer II 200__
Fall 200__	Winter 200__	Spring 200__	Summer I 200__	Summer II 200__

Name \_\_\_\_\_ FU ID No. \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_



## FURMAN UNIVERSITY GRADUATE DEGREE Admission to Candidacy

\_\_\_\_\_  
 Name FUID# Degree Sought  
 \_\_\_\_\_  
 Concentration Date

Course No.	Title of Course as Listed in Catalog	Credit hours	Date Completed or to be completed

The student has completed the required three courses with a minimum of B (3.0) average and is recommended to continue in the program.

Recommended by advisor (please print)

\_\_\_\_\_  
 Last Name First Name Department

\_\_\_\_\_  
 Advisor Signature Date

**For Graduate Studies Use Only**

Approved: \_\_\_\_\_ By: \_\_\_\_\_  
 Disapproved: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**GS3, 08/05**









**FURMAN UNIVERSITY  
OFFICE OF GRADUATE STUDIES  
Intent to Graduate**

I, \_\_\_\_\_  
(Print name to appear on diploma. No nicknames or initials) (Social Security Number)

Address \_\_\_\_\_ Phone \_\_\_\_\_

will complete the course requirements for graduation in the \_\_\_\_\_ to earn  
(Term) (Year)

Masters of Arts degree with a concentration in \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

Students graduating must pay a \$75 graduation fee in the Office of Graduate Studies (Hipp Hall 014).

May Graduation . . . . . Winter Term Registration

August Graduation . . . . . Spring Term Registration

I plan to take EDFD 199 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 \_\_\_\_\_

Return to: Office of Graduate Studies  
FURMAN UNIVERSITY  
3300 Poinsett Highway  
Greenville, SC 29613



GS5 - 08/05