



# 2022-2023 Graduate Catalog

## Furman University

# Catalog Home

The *Furman University Graduate Catalog* provides students, professors, and academic advisors with detailed information about academic regulations and programmatic offerings. Because educational processes change, the information and educational requirements represent a flexible program that may be altered at any time by Furman University. As the document of final authority for all students, the *Furman University Graduate Catalog* captures regulations and requirements in effect at the time of a student's enrollment. Unless otherwise determined by formal faculty action, the requirements herein are in effect for students during the duration of their enrollment at the University.

The provisions of this catalog do not constitute an offer for a contract. Furman University reserves the right to change, without notice, any fee, provision, policy, procedure, offering, or requirement in this catalog and to determine whether a student has satisfactorily met Furman's requirements for admission or the award of a degree.

All students should be aware final responsibility for satisfying graduation requirements is solely their own and their continued enrollment is dependent exclusively on their actions. Academic advisors are not expected to assume these student responsibilities at any time. Any academic unit may issue additional or more specific information that is consistent with approved policy. The information in the *Furman University Graduate Catalog* supersedes that issued by any other unit if there is a conflict between the two. If any faculty member of Furman University believes a policy contained in this section conflicts with academic freedom, the professor should notify the Dean of Faculty of the concern.

Furman's students are expected to know and abide by the policies in the Catalog. Students should note that all Catalog policies are subject to university health and safety measures in response to the on-going pandemic and that where conflicts arise the University reserves the right to alter, interpret, and enforce our policies in order to comply with such measures. Students will be notified when health and safety measures can safely be suspended.

## Introducing Furman

Founded in 1826, Furman is a private liberal arts and sciences university of 2,800 students in Greenville, S.C. The university is noted for its rigorous academic program and strong faculty, and its 750-acre campus is widely recognized as one of the most beautiful in the nation. Furman also has outstanding visual and performing arts programs as well as NCAA Division I athletics, and the university community embraces a diversity of ideas and perspectives.

Through campus organizations such as the award-winning Heller Service Corps, the Institute for the Advancement of Community Health, the Shi Center for Sustainability and the Riley Institute, Furman actively participates in the local community and makes an impact far beyond the gates of the campus.

## **Vision**

Inspiring purposeful living and fostering thriving communities through learning, creativity, and innovation.

## **Mission**

Furman University challenges and supports lifelong learners through rigorous inquiry, transformative experiences, and deep reflection to lead lives of meaning and consequence.

## **Character and Values**

In championing the liberal arts and sciences, Furman University cultivates a community of learners engaged in an effort to understand themselves, the world, and their place in it.

To support this quest for knowledge and meaning, we steadfastly protect freedom of inquiry and hold ourselves to high standards of excellence and integrity. We foster a passion for lifelong learning by nurturing the growth of each individual as a whole person: intellectually, spiritually, emotionally, and physically.

As we draw lessons from thoughtful consideration of our university's past, we advocate respect for all people and actively welcome perspectives from a wide variety of backgrounds, cultures, and beliefs.

We aspire to advance thriving communities that honor inquiry, promote diversity, strive for equity, appreciate beauty, and act as responsible stewards of our planet.

These aspirations inspire our vision and shape our mission, calling us to meet the challenges and responsibilities of a complex, diverse, and rapidly changing world with courage, moderation, justice, wisdom, and humility.

## **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 the utmost faithfulness and dignity that I will subscribe to them.

## **The Furman Curriculum**

Furman nurtures a commitment to independent thought and lifelong learning. By providing students with a broad exposure to the liberal arts, it seeks to produce graduates grounded in the traditional sources of knowledge yet capable of devising new solutions to problems in their chosen field. At the core of Furman's educational mission, the curriculum is dedicated to the following ideals of liberal learning:

- Invigoration and stimulation of intellectual curiosity,

- Broad preparation in a diverse set of disciplines, including the humanities, natural sciences, social sciences, and the fine arts,
- Intellectual inquiry in sufficient depth to allow one to contribute to a greater body of knowledge,
- Development of expressive capabilities in writing, speaking, and the arts,
- Cultivation of world citizenship-an understanding of those not like oneself, and
- Integration of knowledge into a meaningful synthesis.

## Accreditation

Furman University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's and educational specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Furman University.

The commission requests contact only be initiated if evidence of significant non-compliance with accreditation requirements or standards exists. Requests about the normal and routine operation of the university should be directed to appropriate university offices.

Furman is a member of the Southern University Conference, the Association of American Colleges and Universities, and is on the approved list of the American Chemical Society. The program in music is accredited by the National Association of Schools of Music. The Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation.

Questions about the accreditation of Furman University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

## Statement of Non-Discrimination

Furman University is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An equal opportunity employer, Furman also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Furman University prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Student Office for Accessibility Resources, 864-294-2320, 3300 Poinsett Hwy, Greenville, SC 29613. Title IX concerns should be directed to Connie L. Carson, Vice President for Student Life, at 864-294-2202, 3300 Poinsett Hwy, Greenville, SC 29613.

# Student Life

## Activities and Programs

### Diversity, Equity and Inclusion

Student Life's diversity, equity and inclusion initiatives seek to support the immediate and long-term success of Furman's historically underrepresented students using current research on belonging, wellbeing, and career engagement while also inviting all students to critically consider issues of diversity, equity and inclusion in order to develop leaders with research-based competencies for a global community. Staff collaborate with a variety of administrative units on campus to intentionally design a comprehensive, university-wide approach to diversity, equity and inclusion.

### The Trone Student Center

The Trone Student Center is the focal point for students to become involved in campus life providing extensive recreational and extracurricular activities for students. In addition to meeting rooms and student gathering spaces, the Trone Student Center is home to a large variety of student organizations, the campus radio station, The PalaDen Food Court, Paddock Restaurant, Print & Post Express (P2X), a Barnes & Noble bookstore, and an information center. Also in the Trone Student Center are the offices of the Vice President for Student Life, Dean of Students, Student Involvement and Engagement, Volunteer Services, Malone Center for Career Engagement, Shucker Center for Leadership Development, Center for Inclusive Communities, and the Center for Engaged Learning.

### Spiritual Life

The Office of Spiritual Life (OSL) engages the heart and spirit of students, faculty, and staff by embodying a value for sacred mystery, nurturing mature spiritual formation and the pursuit of ultimate meaning and purpose. We seek to develop moral courage and justice, fostering multifaith education and relationship and supporting a rich diversity of spiritual communities.

The chaplains work with students, faculty and staff from all or no religious traditions to coordinate spiritual life at Furman, overseeing religious specific programs, spiritual and moral dialogue, and pastoral care and counseling. The OSL also leads ecumenical and interfaith community worship opportunities throughout the year.

Furman encourages an ecumenical spirit that affirms the diversity of religious traditions represented on campus. Complementing the leadership of the university chaplains, campus ministers offer leadership to individual groups and are available for pastoral care and counseling. The Religious Council, composed of representatives from each religious organization promote mutual understanding and cooperation among the various groups.

## **Athletics**

### **Intercollegiate Athletics**

Furman's intercollegiate athletic department sponsors 18 varsity programs at the Division I level of the National Collegiate Athletic Association (NCAA). The Paladin's athletic program consists of ten women's sports: basketball, cross country, golf, lacrosse, soccer, tennis, indoor and outdoor track and field, and volleyball and eight men's sports: basketball, cross country, football, golf, soccer, tennis, and indoor and outdoor track and field. Additionally, the department also sponsors the cheerleading program.

Furman is a member of the Southern Conference (Big South Conference for women's lacrosse) and has a longstanding national reputation for both its academic and competitive excellence.

### **Herman Lay Physical Activities Center (PAC)**

Overseen by Campus Recreation staff, Furman has exceptional facilities for physical activities which include a swimming pool, a gym for basketball or volleyball, a dance studio, and a fitness center with a variety of exercise options. The fitness center has over 70 cardio machines including adaptive motion trainers (AMT), elliptical trainers, treadmills, stationary bicycles and rowing ergometers. In addition, there are eight squat racks, numerous free weights, and a variety of other strength-training machines.

### **Cultural Opportunities**

Through the combined facilities of the university and the Greenville community, students may attend lectures, plays, concerts, recitals, art exhibits and other cultural programs.

Exhibits of works by Furman art students and faculty and touring exhibits are displayed in the Thompson Gallery located in the Thomas Anderson Roe Art Building.

Multiple plays a year, ranging from classical to modern, musical to mystery thriller, are presented in the Furman Theatre Playhouse and Furman Amphitheatre.

The Furman music department sponsors more than 200 concerts which are open to the public each year in a number of on-campus venues including McAlister Auditorium, Daniel Recital Hall, Furman Amphitheatre, and the Daniel Memorial Chapel. This wide array of opportunities to experience high quality live music includes presentations by ensembles of all shapes and sizes, such as major choral and orchestral concerts, faculty recitals, chamber music programs, student recitals, and guest artist recitals. In addition, there is an active series of concerts in the community which include the Greenville Symphony Orchestra and the Greenville Chorale.

## **Student Services**

### **Malone Center for Career Engagement**

The Malone Center for Career Engagement supports students in developing and achieving career goals that lead to meaningful careers. Services include career advising appointments on career exploration, resume and cover letter writing, job search strategies, and the graduate school application process. In addition, the Malone Center hosts a variety of online resources and programs to connect students to employers and alumni in their career of interest including career fairs, alumni panels, and treks.

Built on a model of academic department partnerships, our process of professional preparation is designed to connect students with both resources and individuals who can inform and guide students through the complicated process of career planning. Our ultimate goal is to ensure a successful transition to top-tier employment opportunities and graduate education.

### **Counseling Center**

The Counseling Center offers an evidence-based comprehensive and integrated mental health stepped care model which includes a range of treatment interventions and options from the least to the most intensive based on students' mental health concerns. Counselors strive to empower students to maximize and manage their own mental health well-being to achieve academic and interpersonal success in a rigorous and transformative campus environment.

In addition to concerns pertaining to adjustment to university life, such as stress, homesickness, grief, as well as cultural and identity difference, other common concerns include anxiety, depression, disordered eating and substance abuse.

A rapid and flexible access to an array of mental health treatment options may include online self-help solutions, group or single session counseling, walk-in crisis counseling, 24-hour crisis hotline, limited psychiatric consultations, and nutritionist services. The Counseling Center provides integrated case management and community referrals for individuals whose symptoms require specialized or intensive treatment.

Furman's Counseling Center provides a safe and welcoming supportive space for students of all backgrounds, opinions, and concerns. Services are confidential.

### **Dining Services**

Missed meals may not be made up. Students who have an extraordinary situation that requires them to miss meals regularly during the term should consult with the food service director to discuss their options. Meal plans and identification cards are non-transferable. Students may not pass, loan or sell their meal plan or identification card to anyone. Transfer of a meal card may result in disciplinary action as addressed in the Student Handbook.

The dining hall is open throughout the academic year except during university breaks.

### **Student Office for Accessibility Resources**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA) of 2009 and Section 504 of the Rehabilitation Act of 1973, Furman is committed to providing students equal access to university programs and facilities regardless of disability. Information about university procedures related to accommodations under ADAAA may be obtained from the Director of Student Accessibility Resources, as well as from the Student Accessibility Resources web site at [www.furman.edu/soar](http://www.furman.edu/soar).

### **Student Health Center**

The Earle Student Health Center is open Monday through Friday from 8:00 a.m. until 5:30 p.m. when the University is open. The Center is operated by Prisma Health, which is the largest health care system in the Greenville area and as such brings with it the largest network of health care practitioners and

specialists to serve Furman's student body. The Center is managed by a physician as medical director who oversees two nurse practitioners and the complete nursing and administrative staff. The Prisma Health partnership also gives students direct access to Prisma's Travelers Rest Family Medicine practice on Saturdays.

The Center provides acute care, chronic disease management (including intermittent exacerbations), travel medicine, immunization, allergy injections, TB testing, Women's health, contraceptive care, and STI testing. Referrals to specialists or hospitals are made by physicians and nurse practitioners. If hospitalization is required, the provider will make the necessary arrangements. Families will be notified in case of serious illness or accident.

Students should bring their health insurance card with them when visiting the Center.

When campus housing is closed, medical needs are the responsibility of the individual student. A listing of options for after-hours care is available on the Health Center web site.

For emergencies, call the University Police at 864-294-2111.

### **Veterans' Affairs**

Eligible veterans, dependents and active-duty students may certify their enrollment to use educational benefits at Furman University through Enrollment Services.

### **Student Rights and Regulations**

An institution, like an individual, has a character developed out of its accumulated experience and expressed in its purpose, goals and values. Furman's character is reflected in part in the policies and regulations which govern its students. Elements which have helped shape those regulations include the size of the university, its co-educational status, the diversity of its student body, the liberal arts tradition, and our commitment to academic excellence.

Students who enroll at Furman must understand that they are part of a learning environment where they should respect the rights of all members of the university community. Furman expects that students will act in a manner that is respectful of the rights and privileges of others. The university has a responsibility to provide an environment which is conducive to the freedom to learn on the part of its students. In order to provide such conditions, Furman has developed policies and procedures designed to safeguard this freedom.

Responsibility for maintaining the integrity of the community rests with each individual member. Only if every member assumes responsibility for personal and group integrity and civility will the community best meet the developmental needs of its members. Each person must examine, evaluate and regulate his or her own behavior to be consistent with the expectations of the Furman community. The university maintains in its Student Conduct Code policies that reflect behavioral expectations for all Furman students. Furman students are required to be honest in their academic work and to obey all university policies and regulations.

Furman is not a sanctuary where students may escape the responsibilities imposed by law upon all citizens. The university does not condone the violation or attempted violation of federal, state or local



laws. Alleged violations may be referred to appropriate local, state or federal law enforcement and the appropriate university official or through the student conduct process.

Regulations governing student conduct at Furman are ultimately the responsibility of the Vice President for Student Life. Students are expected to follow the rules set forth in this catalog and in Furman's Student Handbook. Violators of university regulations are subject to penalties which range from a reprimand to suspension or expulsion.

Furman's student conduct system is educational, but does not condone inappropriate or illegal behavior. Irresponsible behavior will not be tolerated and will be addressed so that students understand the reasons for our policies and how their actions may adversely affect themselves and others.

Since Furman is a private institution, it reserves the right to refuse re-enrollment to a student whose personal or academic adjustment has been unsatisfactory. Acceptance for one term does not necessarily imply acceptance for succeeding terms. The university reserves the right to amend its rules, policies and procedures at any time.

## **Fees and Expenses Policy**

### **General Fee Policy**

The university reserves the right to change tuition and any other charges at the beginning of any term if such a change is judged necessary by the Board of Trustees. In recent years, Furman has seen a rapid increase in expenses. While every effort is made to keep operating costs low, it is probable fees for academic years subsequent to this year will be increased as costs rise.

### **Application Fee**

A non-refundable application fee will be assessed for all students applying to a graduate program.

### **Enrollment Deposit**

To reserve a place in the university, students who plan to enroll at Furman may be required to submit a non-refundable enrollment deposit fee. This payment is not covered by scholarship or financial aid.

Students will see their enrollment deposit applied to first semester charges.

Enrollment deposits are not refundable to students who decide not to enroll or who withdraw from the university prior to the conclusion of the add-drop period during their first semester of enrollment.

## Payment of Fees

Fees must be paid in full to begin enrollment. For all students, fees are payable prior to the start of each term for all students:

<b>Term</b>	<b>PAYMENT DUE DATE</b>
Fall 2022 – Schedules A and B	August 12, 2022
Fall 2022 – Schedule C	September 30, 2022
Spring 2023 – Schedules A and B	December 9, 2022
Spring 2023 – Schedule C	February 10, 2023
Summer 2023 – Schedule A and C	May 26, 2023
Summer 2023 – Schedule B	June 30, 2023

An account statement notification will be delivered to the student's Furman email address and to designated authorized parties in July and November each year.

## Refund Policy

The university is committed to expenses based upon the enrollment anticipated at the beginning of each term. Refunds are granted in certain circumstances as set forth in this section; however, tuition will not be reduced or refunded regardless of the mode of instruction, including in the event that instruction occurs remotely for any part of the academic year.

<b>Percentage of term completed</b>	<b>Class Meeting Information</b>	<b>Refund amount</b>
<=5% completed	Before the 2 <sup>nd</sup> class meeting	90%
>5 to <=15% completed	Before the 3 <sup>rd</sup> class meeting	75%
>15% to <=25% completed	Before the 4 <sup>th</sup> class meeting	50%
>25% to <=30% completed	Before the 5 <sup>th</sup> class meeting	25%
More than 30% completed	After the 5 <sup>th</sup> class meeting	No Refund

Veterans Administration benefits will be reported as required by the approved agency.

## Personal Expenses

### Books and Supplies

Students should plan to purchase books and supplies. Students are permitted to charge required books and supplies to their student accounts, regardless of financial aid status. While this option to charge books and supplies to the student account is not a requirement, it can help provide flexibility for students with financial need to purchase these items prior to the start of classes.

### Group Medical Insurance

Furman does not provide medical insurance for its students. Students should check with their family insurance provider to ensure that they will be adequately covered throughout the enrollment period.

### Miscellaneous Expenses

Most recreational facilities on-campus are for use without charge. A small fee is assessed to students for use of the golf course and indoor tennis courts.

**Additional Fees and Expenses to Consider**

	<b>Fee</b>
Enrollment deposit	Varies by program
Late enrollment	\$100
Graduate parking permit	\$10

*\*A system and credit card fee can be assessed by the institution for any transactions.*

**Tuition Exchange, Inc. (TE)**

Children of employees of TE participating institutions are eligible to be considered for the Tuition Exchange.

Furman's policy for any given academic year is TE "imports" (students attending Furman as a TE student) will not exceed "exports" (children of Furman employees attending another TE college) by more than three students.

The TE benefit is renewable for three years provided the student meets satisfactory academic progress. With the exception of the Lay and Duke Scholarships, the TE benefit replaces any Furman merit or talent-based scholarship already awarded to the student. Those students awarded the Lay and Duke Scholarships will receive those funds in addition to the benefit, up to the remaining cost of the comprehensive tuition fee for Duke Scholars and up to the remaining cost of the comprehensive tuition fee, the Student Government Association fee, the weighted average room cost and funds to cover the maximum meal plan for Lay Scholars.

TE benefits may be used for Furman-sponsored, faculty-led travel study programs only. All other study away programs are ineligible for TE benefits.

Interested students must specify that admission is being sought under the TE program, apply for all federal and/or state aid for which he or she may be eligible, and submit an TE certification form completed by the appropriate official at the home institution certifying their eligibility for the TE program. Eligible students must meet Furman's normal admission requirements.

**Faculty-Staff Tuition Remission**

Find out more specific information from Human Resources about this benefit.

## Graduate Studies

- Vision and Mission
- Graduate Studies Curriculum
- Graduate Fields of Study
- Academic Regulations
- Grading
- Student Resources
- Financial Aid

### 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 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 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.

### Graduate Studies Curriculum

Furman first offered the Master of Arts degree in 1852. Today, Furman offers graduate programs in chemistry, education, community engaged medicine, and strategic design, 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.

### Course Credits and Designations

Furman University offers courses for semester credit, ranging from one-credit courses and workshops to the more standard three- and four-credit courses. Undergraduate courses are numbered 100-599 and usually generate four credits upon successful completion; graduate courses are numbered 600-999 and usually generate 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 or greater may be completed for graduate credit.

The standard credit hour is understood to be the equivalent of fifteen instructional hours, plus two or more out-of-class study hours. For example, a class that meets three times per week for 50 minutes each session, for fifteen weeks, and requires two hours of outside student work per meeting would be assigned three credits according to the standard definition. Variance from this standard is allowed for flexibility, so that different kinds of classes can be accommodated. For example, laboratory classes are not primarily seen as lecture courses, so the policy needs to be able to accommodate such instructional methods by relying on a suitable comparison to a standard credit hour in terms of overall student work and/or learning outcomes.

This policy pertains to the granting of graduate credit by Furman University. Academic credit provides a means of measuring and valuing the amount of engaged learning time expected of students enrolled not only in traditional classroom settings, but also in laboratories, studios, internships/practica, independent study, thesis, research and writing, experiential learning, and blended or hybrid learning environments. Academic credit may also help to quantify the level and academic rigor of student learning.

### **Enrollment Status**

Furman University's graduate program in Education is geared toward part-time candidates who are full-time, professional educators. Graduate programs in Teaching (MAT), Chemistry, Community Engaged Medicine, or Strategic Design 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.

### **Academic Year and Calendar**

The academic year at Furman consists of three terms. The fall and spring semesters are comprised of fourteen instructional weeks. Summer sessions span ten instructional weeks but may be subdivided depending upon the program. During the fall and spring semesters, evening classes in the graduate program in education generally meet once weekly. Courses in Teaching (MAT), Chemistry, Community Engaged Medicine, and Strategic Design 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. Course meeting information is published prior to registration for the upcoming term.

### **Program Accreditation**

The Educator Preparation Programs offered through the Office of Graduate Studies are fully accredited by CAEP, the Council for the Accreditation of Educator Preparation. 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.

### **Graduate Fields of Study**

- Chemistry, M.S.
- Community Engaged Medicine, M.S.
- Education, Early Childhood Education, M.A.

- Education, Literacy, M.A.
- Education, School Leadership, M.A.
- Education, Special Education - Learning Disabilities, M.A.
- Education, Special Education - Emotional & Behavioral Disorders, M.A.
- Education, Teaching English to Speakers of Other Languages, M.A.
- Education, Educational Specialist (Ed.S.)
- Master of Arts in Teaching, MAT
- Strategic Design, M.A.

## Academic Regulations

Any person enrolled in any course administered through Graduate Studies is subject to the policies and procedures, including but not limited to those found in the University Catalog (which include but are not limited to the sections regarding Graduate Studies, the Student Handbook, and the University's Non-Academic Administrative Policies. Students who are also university employees are also subject to the University's policies and procedures applicable to employees, including but not limited to those found at [policies.furman.edu/](http://policies.furman.edu/) Unless otherwise specified, any person enrolled in any course administered through Graduate Studies is subject to the policies outlines in the Undergraduate Catalog, except for those related specifically to attaining a bachelor's degree.

Graduate degree candidates must complete an approved program of study consisting of no less than 33 credits of graduate courses with a GPA of no less than 3.00. Graduate Studies reserves the right to make substitutions in a given program of study as deemed appropriate. All work for the master's or specialist degree, including transferred credit, must be completed within six years of establishing degree candidacy.

## Academic Integrity

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. Plagiarism, cheating, inappropriate collaboration, and other misrepresentations of one's own work threaten the values of the campus community, accordingly violations of the ethical standards of the institution will have severe consequences, such as failure in a course, and/or suspension or dismissal from the University.

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. For more information about academic integrity at Furman, students should consult the student handbook or visit [www.furman.edu/integrity](http://www.furman.edu/integrity).

### **Admissions**

See specific admission requirements for each degree program.

### **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.

### **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.

### **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**

First-term graduate degree candidates may register by contacting the Office of Graduate Studies. 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.

### **Late Registration**

Those who miss the registration deadlines may still register for classes in which space is available by contacting the Office of Graduate Studies prior to the conclusion of the drop-add period. There is an additional \$100 fee for late registration. Absence caused by late entrance into a course will contribute in the student's attendance record.

## 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 withdrawn from the course if absent 15 percent or more of the class meetings. A failing grade will be recorded unless the absences were due to providential reasons, in which case a course withdrawal (with a grade of W) may be granted after consultation with the Office of Graduate Studies.

## Withdrawal from Course(s)

Students who withdraw from a graduate-level course are eligible to receive a prorated refund. The following schedule describes the timeframes and amounts of proration for tuition refunds:

<i>Percentage of term completed</i>	<i>Class Meeting Information</i>	<i>Refund amount</i>
<=5% completed	Before the 2 <sup>nd</sup> class meeting	90%
>5 to <=15% completed	Before the 3 <sup>rd</sup> class meeting	75%
>15% to <=25% completed	Before the 4 <sup>th</sup> class meeting	50%
>25% to <=30% completed	Before the 5 <sup>th</sup> class meeting	25%
More than 30% completed	After the 5 <sup>th</sup> class meeting	No Refund

## 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. 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 his or her respective degree program is required to meet with the program director, 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 withdrawn from his or her program of study.

## Inactivation of the Program

Graduate candidates enrolled in the graduate program who do not register for a course in two consecutive terms (Fall, Spring, Summer) will be inactivated from the program. To re-enter the program, students are required to submit a letter of re-application to the Office of Graduate Studies and meet with an academic advisor.

## Withdrawal from Program

Those students who voluntarily withdraw from the program must do so in writing to the Office of Graduate Studies. To gain re-admittance to a graduate degree program, candidates must re-apply for admission

## Appeals

Appeals concerning academic regulations or requirements will be considered by the following entities in the order listed:



- Office of Graduate Studies
- Graduate Program Committee or relevant department
- Graduate Council
- Dean of Faculty

Graduate students with a question concerning a grade should discuss the matter with the instructor as soon as possible. After such consultation, if the student 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 Office of Graduate Studies. All grade appeals must be initiated no later than the end of the second semester following the completion of the course for which the grade appeal is being made. Students will be notified in writing of all decisions concerning appeals.

### **Complaint Procedures**

Complaints and concerns unrelated to course grades, academic sanctions, or discipline/conduct matters may be made directly to the Office of Graduate Studies in writing. Anonymous complaints will not be accepted.

Furman University is a member of the NC-SARA reciprocity agreement for distance learning through the SC Commission on Higher Education. The SC Commission on Higher Education responds to formal complaints from students against public, independent non-profit and proprietary institutions of higher education in South Carolina. However, the Commission has limited authority over public and non-profit independent colleges and universities and cannot offer legal advice or initiate court proceedings. Here is the link to the guidelines and form:

[https://www.che.sc.gov/CHE\\_Docs/academicaffairs/SARA/ComplaintForm.pdf](https://www.che.sc.gov/CHE_Docs/academicaffairs/SARA/ComplaintForm.pdf)

### **Academic Transcripts**

Official transcripts reflect the student's complete academic record and are issued once the transcript fee has been paid. Requests for official transcripts should be submitted on-line via secure means. Transcripts will not be issued to a student who has a hold placed on their account for any reason.

## **Student Resources**

### **ID Cards**

Graduate degree candidates must have a Furman photo ID to be able to access certain resources (such as checking out materials from the James B. Duke Library or use of the Physical Activities Center). Identification cards are issued by Enrollment Services and can be picked up in the Office of Graduate Studies (appointment recommended). A fee is charged to replace lost identification cards.

### **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 on-line journals is available off-campus through a Furman network login account. Items not available in the Furman library may be borrowed via the South Carolina academic libraries consortium or 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.

### **Bookstore**

The Furman Barnes & Noble bookstore, located on the ground level of the University Center, carries textbooks, supplies and many other items which can enhance your Furman experience.

### **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, 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.

### **Campus Map**

The Furman campus map is available on-line. 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 also available in Daniel Dining Hall, a small cafe attached to the library, and at the Furman Golf Club. Hours are limited.

### **Parking Permits**

Graduate degree candidates can park in the parking lot on either side of the Charles E. Daniel Memorial Chapel. All students enrolled for graduate courses on campus with a motor vehicle must have a Furman parking permit. Students should complete online parking registration to obtain a permit. There is a \$10 annual fee for parking; vehicles without permits will be ticketed. Permits are mailed directly to students.

### **Financial Aid**

Furman University offers students many types of financial assistance in the form of scholarships, grants, and loans. In most cases, graduate students are only eligible for Federal Direct or private loans and Federal Work Study.

## Definitions

### Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid is used to determine eligibility for awarding federal loans and Federal Work Study.

### Cost of Attendance (COA)

Cost of Attendance includes tuition, fees, estimated room, estimated board, estimated cost of books and supplies, estimated personal expenses, and estimated transportation costs. "Direct COA" includes only tuition and fees (if applicable to your program).

### Expected Family Contribution (EFC)

Expected Family Contribution is the minimum amount a student is expected to contribute for educational expenses for a given academic year. The EFC is calculated by the FAFSA and assumes students will finance education utilizing current income, past savings, and student loans.

### Demonstrated Need

The difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC).

### Need-Based Financial Aid

Aid awards for which a student must demonstrate financial need to qualify.

### Financial Aid Package

A financial aid package is an offer of financial aid awards for which a student is eligible. Students are notified of their financial aid package via their Financial Aid Worklet in Workday.

## Satisfactory Academic Progress (SAP) for 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 an 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 Title IV aid.

Federal aid programs affected are Federal Direct Loan, Federal Direct PLUS Loan, and Federal Work Study. Students receiving federal aid will be evaluated at the end of each academic period. 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.

**Grade Point Average:** A student cannot graduate with a GPA below 3.0. 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. 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 his or her respective degree program is required to meet with the program director, 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 withdrawn from his or her program of study. *(Monitored by: Office of Graduate Studies)*

**Pace:** A student must have earned a minimum of 67% 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. However, 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 Financial Aid)*

### Satisfactory Academic Progress Categories

Satisfactory Academic Progress will be evaluated at the end of each academic period for all graduate students. Students will receive an email of their Satisfactory Academic Progress status from the Office of Financial Aid. The following Satisfactory Academic Progress categories are applicable to student financial aid records.

- **Passed:** (passing all SAP measures) - Student may receive aid for the next academic period.
- **Warning:** (after one semester of not making SAP) - Student may still receive aid for the next academic period.
- **Failed:** (after two semesters of not making SAP) - Student cannot be awarded Title IV financial aid. The student must appeal to the Office of Financial Aid & then the student may be advised for temporary measures. If no temporary measures are provided by the Office of Financial Aid, then Title IV aid ends altogether. If Title IV aid is ceased, then the student must pay out of pocket or find alternative sources of payment.
- **Probation:** (passed temporary measures) -student may continue receiving financial aid.

### Appeal Process

Furman students who are not making satisfactory academic progress at the end of the academic term will be notified via Workday that they are not meeting federal standards. These students will not be awarded federal financial aid for the upcoming semester. The student may submit an appeal in Workday along with documentation to the Office of Financial Aid. This appeal will earn you consideration for a probationary semester.

### Submitting an Appeal

A formal submission from the student explaining any mitigating circumstances and how the circumstances have or will be resolved to achieve academic progress must be submitted to the Office of Financial Aid. Mitigating circumstances are considered to be any situations beyond the student’s control that prevent them from successfully completing the required number of hours attempted or earning the required cumulative GPA.

Some examples of mitigating circumstances include student illness, family illness, other family problems, interpersonal problems with other students, balancing school and employment obligations, and others. A financial aid counselor may determine if other circumstances documented by the student may be considered.

### **Appeal Decision Process**

In most cases, financial aid counselors have the responsibility of reviewing and making a decision regarding an appeal. However, if the counselor cannot make a decision, the financial aid appeals committee will meet and make the decision to approve or suspend aid.

If the appeal is approved, the financial aid counselor will award aid only for one semester on a probationary status. The student will be sent a notification in Workday explaining that if the student fails to make satisfactory academic progress for that semester, Title IV financial aid will not be awarded in the future unless an additional appeal is submitted and approved. All instructions will be sent again to the student.

When a subsequent appeal is submitted, the financial aid counselor may approve it and follow the same procedures. However, students who are not meeting satisfactory academic standards for consecutive or multiple terms are likely to be presented to the financial aid appeals committee for review.

If the financial aid appeals committee agrees that the student should be denied Title IV aid based on the latest appeal, notification will be sent via Workday, and alternative financing options will be suggested to the student. The student may decide to self-pay or take a leave of absence. However, a student does not regain eligibility for Title IV aid by sitting out a semester. Instead, that student will need to make an additional appeal prior to returning to Furman to be considered for eligibility. A student does not automatically regain eligibility for Title IV aid if it has been suspended for a semester.

### **Financial Aid Application Procedures for New Graduate Students**

- Submit the FAFSA as soon as possible after October 1<sup>st</sup>
- Furman University FAFSA School Code 003434.
- After the student has been accepted for admission, and the Free Application for Federal Student Aid (FAFSA) is reviewed, notifications of award packages will be sent to students who qualify. Students are then asked to accept or decline their financial aid awards.

### **Financial Aid Application Procedures for Returning Graduate Students**

Returning students (enrolled in a previous term at Furman) who wish to continue eligibility for Title IV financial aid must complete the FAFSA each year. The U.S. Department of Education will send renewal FAFSA notices to students each year, typically via e-mail.

## Degrees & Programs

Academic programs at Furman University prepare qualified students to enter graduate and professional schools or to go directly into such fields as business, teaching and public service.

### Degrees

The Master of Arts degree is awarded in Education, Teaching, or Strategic Design, Education Specialist degree is awarded in Educational Leadership or School Leadership, and the Master of Science degree is awarded in Chemistry or Community Engaged Medicine.

## Chemistry, M.S.

### Graduate Study

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.

The graduate chemistry program is charged at \$425 per credit.

### 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**

CHM-705 must be enrolled 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.

### **Courses**

Eight or more credits in any approved combination of advanced courses:

- CHM-410 Quantum Chemistry
- CHM-420 Advanced Topics in Organic Chemistry
- CHM 425 Topics in Chemical Biology
- CHM-430 Advanced Topics in Inorganic Chemistry
- CHM-440 Environmental Chemistry
- CHM 445 Advanced Topics in Physical Chemistry
- CHM-450 Advanced Materials Chemistry
- CHM-460 Biological Chemistry
- CHM 465 Advanced Biological Chemistry

and, all of the following courses offered only to graduate students:

- CHM 670 Topics in Chemistry
- CHM 675 Graduate Seminar in Chemistry
- CHM 702 Research
- CHM 705 Thesis



## **Community Engaged Medicine, M.S.**

A cohort-based 12-month, 34-credit program offered in partnership with the Greenville Health System. Students will develop an advanced understanding of science and population health related to disparities between growing medical needs and resources within communities and establish an academic record for students pursuing medical school, dental school and other health-related professional programs and careers. Students will pursue a 9-month clinical experience with underserved populations and prepare for professional examinations (MCAT, DAT and GRE) through a Furman-specific relationship with Kaplan.

The program will begin with approximately 15-20 students and any student with a bachelor's degree, or who will complete a bachelor's degree before the program start date, will be considered for admission. The program is charged at a flat rate of \$9,250 per term.

### **Admission Criteria**

Students seeking admission to this Master of Science program will be considered for admission provided they have completed their undergraduate studies with a cumulative GPA of no less than 3.00.

Incoming students are also expected to have successfully completed introductory courses in biology and genetics, two terms of general chemistry and at least one term of organic chemistry with two terms strongly recommended.

Candidates must also submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- Three professional recommendations
- MCAT, DAT, and/or GRE scores (optional)
- official transcripts from each higher education institution previously attended

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

### **Visa Information**

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

### **Application Deadlines for International Applicants**

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

### **English Language Proficiency**

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

### **Term One: Applied Anatomy & Physiology with a connection to Disparities in Healthcare (12 credits)**

- CEM-605 Implicit Bias and Community Engagement
- CEM-606 Clinical Experiential Training
- CEM-610 Applied Human Clinical Anatomy
- CEM-615 Applied Human Clinical Physiology
- CEM-675 Healthcare Seminar

### **Term Two: Patterns & Causes of Health Issues with a connection to Community Engagement (11 credits)**

- CEM-601 Community Medicine Fieldwork
- CEM-620 Applied Epidemiology
- CEM-625 Advanced Genetics
- CEM-675 Healthcare Seminar

### **Term Three: Metabolic & Nutritional Aspects of Health within Community Medicine (11 credits)**

- CEM-601 Community Medicine Fieldwork
- CEM-630 Metabolic Biochemistry and Nutrition
- CEM-650 Health Policy
- CEM-675 Healthcare Seminar

# Graduate Studies - Education

## 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 to:

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

Non-degree student admission requires:

1. a non-degree student application submitted to Graduate Studies, accompanied by a one-time, nonrefundable application fee
2. an (un)official transcript from each and every higher education institution previously attended

Non-degree students may become degree candidates by consulting with Graduate Studies and meeting admission criteria for a specific degree program.

## Initial Teacher Certification

Individuals who hold bachelor's degrees intending to enroll at Furman to earn initial teacher certification on a post-baccalaureate basis should visit Graduate Studies to discuss their plans. The initial interest meeting will generate a student file and course checklist for review in the appropriate content area. Once the review is complete, prospective students will meet with an education faculty advisor to examine the scope and sequence of the program.

## Admission

Students choosing to pursue initial teacher certification on a post-baccalaureate basis at Furman must submit:

1. an admission application to Graduate Studies, accompanied by a one-time, non-refundable application fee
2. an application for entrance into the teacher education program to the Education Department
3. an official transcript from each and every higher education institution previously attended

## Teacher Certification

Many concentrations in the graduate education program of study correspond to South Carolina certification requirements. If you wish to add another teacher endorsement or 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. If

you are seeking certification in another state, you should consult the department of education in the respective state, as certification requirements may differ.

## Education

The Graduate Studies in Education programs are designed for passionate educators who want to improve the quality of education in their communities and have a profound impact on the lives of their students.

Furman offers two master's degree programs with an education focus: The Master of Arts in Teaching (MAT), the Master of Arts in Education (MAEd), along with a post-master's degree program in either School or Educational Leadership (EdS). Through challenging coursework, field experiences, and internships, our programs offer you the chance to gain the pedagogical skills and knowledge to advance your career in education.

At Furman and in partner schools, you will interact with leading professionals and practitioners in the field of education. High-quality mentoring with observations and feedback will ensure that you can teach effectively in different school settings and contribute significantly to the profession.

All programs are nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE).

All Education Programs are charged at a cost of \$425 per credit.

## Education, Educational Specialist, Ed.S.

This post-master's degree is for scholars and leaders in the education field and consists of two tracks. *Track 1*, the Educational Specialist (Ed.S.) degree in Educational Leadership, is designed to provide leadership candidates with further specialization in the field of educational administration. This degree is for experienced teachers, school and district administrators, and other educators who seek to develop their potential and competencies; who are committed to the improvement of PK-12 education, especially at the school and district level; and who aspire to be lifelong researchers and leaders in their organizations. Admission into this advanced degree program requires a master's degree in leadership or school administration and prior school administration licensure at the building level. This program will be fully online starting in fall 2022 with two 8-week courses being offered each term. Program can be completed in 20 months. *Track 2*, the Educational Specialist (Ed.S.) degree in School Leadership, is designed for experienced educators who have a master's degree in another area but who now wish to license as school administrators. Admission into this program requires a master's degree from an accredited institution and a minimum of two years experience as a full-time teacher, as well as a current professional teaching license.

### EDUCATIONAL LEADERSHIP (33 credits)

Students seeking an Ed.S. in this concentration area (Track 1), leading to licensure as a district-level superintendent, must have a valid South Carolina teaching certificate in School Administration (Professional Level, Elementary or Secondary). Students must also submit their Praxis II score report in Educational Leadership: Administration and Supervision.

## Admission Criteria

Students seeking admission to an Ed.S.-Educational Leadership (Track 1) program must have the following:

- 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 minimum; 2.75 for all other coursework
- A valid South Carolina professional-level certificate at the elementary, middle, or secondary level, including elementary administration and supervision or secondary administration and supervision
- Minimum qualifying score on the Praxis II content area exam for school administration, as required by the SC Board of Education

and, must submit the following:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluations by current or former supervisors or persons familiar with the candidate's leadership qualifications (one must come from the district level)
- a copy of their current teaching certification
- Praxis II score report for all areas of certification {Ed.S. in Educational Leadership (Track 1) ONLY}
- official transcripts from all colleges/universities attended

To be recommended for superintendent's certification requires completion of all program requirements, including all courses and the internship, along with a minimum GPA of 3.0 in the program.

## International Degree Candidates Initial Admission

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online to Graduate Studies through our secure admissions site. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

## Visa Information

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

## Application Deadlines for International Applicants

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if a program's deadline is prior to the international deadline, applicants should submit materials by the earlier deadline.

## English Language Proficiency

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

## Furman Department of Education-specific requirements:

Applicants without a state of SC-issued teaching license, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching license are not eligible for initial or add-on licensure at program completion.

## Program Continuation

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person.

Continuation in a program leading to the awarding of the Educational Specialist degree requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to Candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements
- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)

- resolve any event or concern where an instructor, program coordinator, and/or the Office of Graduate Studies has reason to believe a degree candidate has acted in violation of department mission

### **Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student’s record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

### **Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

### **Quick Step Guide to the Educational Specialist (Ed.S.)**

- Preliminary conference with Graduate Studies advisor
- Application/fee/transcript(s)/recommendations/teaching certificate/Praxis scores, if applicable
- Acceptance/official conference with Graduate Studies
- Complete EDSL 879D or EDSL 879B (Advanced Seminar)
- Passing score on appropriate Praxis II exam (if applicable)
- Graduation

### **8 courses in the concentration area (24 credits)**

- EDSL-851 Interpersonal and Group Relations in Education
- EDSL-852 Data Analysis for Educational Leadership
- EDSL-853 School Personnel Administration
- EDSL-854 Leadership for Social Justice
- EDSL-855 Leading School Renewal
- EDSL-856 School Facilities Planning
- EDSL-858 Evaluation of School Programs and Personnel
- EDSL-859 The Superintendency

### **A year-long internship (6 credits)**

- EDSL-975 Internship in the Superintendency & District Administration
- EDSL-976 Internship in the Superintendency & District Administration

and, a capstone experience (3 credits)

- EDSL-879D Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law and Policy

Must be the final course completed in the degree program; may be taken concurrently with EDSL-976.

Notes:

The South Carolina State Department of Education also requires verification of a total of three years experience as a PK-12 or post-secondary teacher and two years as a school or school district administrator, post-secondary administrator, or school business administrator in order to add on superintendent's certification.

In order to be recommended for SC licensure in school administration, candidates must have a valid SC teacher's professional level license; show evidence of a passing score on the PRAXIS Education Leadership: Administration and Supervision subtest; and have a minimum of three years teaching experience, including at least one year at the level of the certificate for which the individual is applying.

### **SCHOOL LEADERSHIP (33 credits)**

Students seeking an Ed.S. in this concentration area (Track 2) must have a valid South Carolina teaching certificate (Professional Level, K-8 or 7-12); a minimum of two years' 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); and a master's degree in another area. To complete this program, students must show evidence of a passing score on the appropriate Praxis II exam.

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. Students certified in a middle level subject area (ex: English/Language Arts, Mathematics, Science, and/or Social Studies) may choose either route, depending upon their prior teaching experience. PK-Grade 12 certified students may also choose either route, also depending upon their prior teaching experience. 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.

### **Admission Criteria**

Students seeking admission to an Ed.S.-School Leadership (Track 2) program must have the following:

- A master's degree from an accredited college or university
- A graduate minimum GPA of 3.0 or higher minimum; 2.75 for all other coursework
- A valid South Carolina professional-level certificate at the elementary, middle, or secondary level

and, must submit the following:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee



- two professional recommendations and Dispositions Assessment Evaluations by current or former supervisors, or persons familiar with the candidate's leadership qualifications
- a copy of their current teaching certification
- Praxis II score report for all areas of certification {Ed.S. in Educational Leadership (Track 1) ONLY}
- official transcripts from all colleges/universities attended

To be recommended for School Administration certification requires completion of all program requirements, including all courses and the internship, along with a minimum GPA of 3.0 in the program.

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online to Graduate Studies through our secure admissions site. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

### **Visa Information**

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

### **Application Deadlines for International Applicants**

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if a program's deadline is prior to the international deadline, applicants should submit materials by the earlier deadline.

### **English Language Proficiency**

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

**Furman Department of Education-specific requirements:**

Applicants without a state of SC-issued teaching license, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching license are not eligible for initial or add-on licensure at program completion.

**Program Continuation**

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the awarding of the Educational Specialist degree requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to Candidacy, all students in a program are required to:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements
- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)
- resolve any event or concern where an instructor, program coordinator, and/or the Office of Graduate Studies has reason to believe a degree candidate has acted in violation of department mission

**Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

**Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

**Quick Step Guide to the Educational Specialist (Ed.S.)**

- Preliminary conference with Graduate Studies advisor
- Application/fee/transcript(s)/recommendations/teaching certificate/Praxis scores, if applicable
- Acceptance/official conference with Graduate Studies
- Complete EDSL 879D or EDSL 879B (Advanced Seminar)

- Passing score on appropriate Praxis II exam, if applicable
- Graduation

**8 courses in the concentration area (24 credits)**

- EDSL-718 Organization and Control of American Schools
- EDSL-719 Leadership in Educational Organizations
- EDSL-727 Strategic Planning and Thinking in Education
- EDSL-730 Designing and Implementing Curriculum
- EDSL-823 School Finance
- EDSL-825 Schools and the Law
- EDSL-840 Supervision and Instructional Leadership
- EDSL-849 The Principalship

Must be taken prior to or concurrently with the internship; pre-requisite EDSL-719 Leadership in Educational Organizations.

**A year-long internship (6 credits)**

- EDSL-971E Internship in Elementary School Administration
- EDSL-972E Internship in Elementary School Administration

OR

- EDSL-971S Internship in Secondary School Administration
- EDSL-972S Internship in Secondary School Administration

**and a capstone experience (3 credits)**

- EDSL-879B Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law and Policy

Must be the final course completed in the degree program; may be taken concurrently with EDSL 972E/S

Notes:

All courses in the School Leadership concentration sequence must be completed prior to the end of the internship, which is a year-long experience. Passing score on PRAXIS area exam is required to be recommended for both the degree and licensure.

Additionally, in order to gain SC licensure in school administration, candidates must have a valid SC teacher's professional level license; show evidence of a passing score on the PRAXIS Education Leadership: Administration and Supervision subtest; and have a minimum of three years teaching experience, including at least one year at the level of the certificate for which the individual is applying.

## Education, School Leadership, M.A.

The Master of Arts in Education with a concentration in School Leadership is for experienced teachers ready to expand their leadership opportunities outside of the traditional classroom. This 39-credit program includes extensive preparation for school administration and a sequence of courses and activities planned to guide the candidates in developing the knowledge and skills required of principals and supervisors. A year-long, 6-credit internship with monthly seminars provides candidates with opportunities to apply their knowledge and continue to improve their abilities to function as effective, caring school leaders.

Students seeking a Master of Arts in this concentration area must have a valid South Carolina teaching certificate (Professional Level, K-8 or 7-12) and a minimum of two years' 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.

To complete this program, students must show evidence of a passing score on the appropriate Praxis II exam. This program is offered in an online/hybrid/blended format.

### Master of Arts in Education

Master of Arts programs are designed primarily for certified teachers. Individuals seeking initial teacher certification will be required to complete undergraduate courses which will not apply toward the master's degree.

### Admission Criteria

Students seeking admission to a Master of Arts program must have:

- earned a bachelor's degree from a regionally-accredited institution in the United States or a teacher education program recognized by the South Carolina Board of Education with a GPA of no less than 2.75 (3.0 preferred)
- satisfactorily completed an accredited program of initial teacher certification

and, must submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluation by persons familiar with the candidate's teaching (e.g. principal, assistant principal, immediate supervisor)
- a copy of their current teaching certificate

- official transcripts from each higher education institution previously attended

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

### **Visa Information**

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

### **Application Deadlines for International Applicants**

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

### **English Language Proficiency**

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

### **Furman Department of Education-specific requirements:**

Applicants without a state of SC-issued teaching certificate, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching certificate are not eligible for initial or add-on licensure at program completion.

## Program Continuation

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the award of the Master of Arts requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to degree candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements
- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)
- resolve any event or concern where an instructor, program coordinator, and/or the Office of Graduate Studies has reason to believe a degree candidate has acted in violation of department mission

## Program Completion/Degree Audit

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

## Program Completion/Graduation

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

## Quick Step Guide to the Master of Arts

- Preliminary Conference with Graduate Studies
- Application/fee/transcript/recommendations/teaching certificate
- Acceptance/Official conference with Graduate Studies
- Complete EDFD 879: Master's Seminar in Education
- Passing score on appropriate Praxis II exam (if applicable)
- Graduation

Course requirements for the specific concentration:

## **SCHOOL LEADERSHIP (39 credits)**

### **Two core courses (6 credits)**

- EDFD-604 Statistics and Measurement in Education
- EDFD-606 Research in Education

### **Eight courses in the concentration (24 credits)**

- EDSL-718 Organization and Control of American Schools
- EDSL-719 Leadership in Educational Organizations
- EDSL-727 Strategic Planning and Thinking in Education
- EDSL-730 Designing and Implementing Curriculum
- EDSL-823 School Finance
- EDSL-825 Schools and the Law
- EDSL-840 Supervision and Instructional Leadership
- EDSL-849 The Principalship

\*Must be taken prior to or concurrently with the internship; pre-requisite EDSL-719

### **a year-long internship (6 credits)**

- EDSL-971E Internship in Elementary School Administration
- EDSL-972E Internship in Elementary School Administration

OR

- EDSL-971S Internship in Secondary School Administration
- EDSL-972S Internship in Secondary School Administration

### **and, a capstone experience (3 credits)**

- EDFD-879 Masters Seminar in Education

Must be the final course completed in the degree program.

#### *Notes:*

All courses in the School Leadership concentration sequence must be completed prior to the end of the internship, which is a year-long experience. Passing score on PRAXIS area exam is required to be recommended for both the degree and licensure.

Additionally, in order to gain SC licensure in school administration, candidates must have a valid SC teacher's professional level license; show evidence of a passing score on the PRAXIS Education

Leadership: Administration and Supervision subtest; and have a minimum of three years teaching experience, including at least one year at the level of the certificate for which the individual is applying.

## **Education, Early Childhood Education, M.A.**

For teachers with a passion for shaping young minds, the Master of Arts in Education with a concentration in Early Childhood can be completed in two years (including summer study) and focuses on early childhood behaviors, as well as the curriculum and teaching methods that are appropriate for various ages from infants through early primary years. Part of the uniqueness of this program is the special attention that is given to meeting the special needs of young children with diverse abilities.

This concentration is for teachers who have already met South Carolina Department of Education requirements for certification in elementary education.

### **Master of Arts in Education**

Master of Arts programs are designed primarily for certified teachers. Individuals seeking initial teacher certification will be required to complete undergraduate courses which will not apply toward the master's degree.

#### **Admission Criteria**

Students seeking admission to a Master of Arts program must have:

- earned a bachelor's degree from a regionally-accredited institution in the United States or a teacher education program recognized by the South Carolina Board of Education with a GPA of no less than 2.75 (3.0 preferred)
- satisfactorily completed an accredited program of initial teacher certification

and, must submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluation by persons familiar with the candidate's teaching (e.g. principal, assistant principal, immediate supervisor)
- a copy of their current teaching certificate
- official transcripts from each higher education institution previously attended

Currently enrolled Furman undergraduates pursuing teaching certification, who have satisfactorily completed all senior block courses including the practicum experience, eligible to enroll in EDEP-670 Teaching Internship, may gain provisional graduate admission for study in summer session prior to the completion of the teaching internship and initial certification. Successful completion of all senior block courses is required before students will be allowed to enroll in graduate level courses.

#### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international



applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

### **Visa Information**

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

### **Application Deadlines for International Applicants**

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

### **English Language Proficiency**

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

### **Furman Department of Education-specific requirements:**

Applicants without a state of SC-issued teaching certificate, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching certificate are not eligible for initial or add-on licensure at program completion.

### **Program Continuation**

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the award of the Master of Arts requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to degree candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements
- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)
- resolve any event or concern where an instructor, program coordinator, and/or the Office of Graduate Studies has reason to believe a degree candidate has acted in violation of department mission

### **Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

### **Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

### **Quick Step Guide to the Master of Arts in Education**

- Preliminary Conference with Graduate Studies
- Application/fee/transcript/recommendations/teaching certificate
- Acceptance/Official conference with Graduate Studies
- Complete EDFD 879: Master's Seminar in Education
- Passing score on appropriate Praxis II exam
- Graduation

### **Course requirements for the specific concentration:**

#### **EARLY CHILDHOOD EDUCATION (33 credits)**

##### Three core courses (9 credits)

- EDFD-604 Statistics and Measurement in Education
- EDFD-606 Research in Education
- EDFD-608 The Culture of Schooling in America

Five courses in the area of concentration (15 credits)

- EDEC-640 Caregiving and Learning: The Infant and Toddler Years
- EDEC-641 Teaching and Learning: The Preschool Years
- EDEC-642 Teaching and Learning: The Early Primary Years
- EDEC-746 Methods and Materials for Educating Young Children With Diverse Abilities
- EDEC-960 Practicum in Teaching the Young Child

Must be the final course in the Early Childhood sequence and must be completed concurrently only with EDFD-879 Masters Seminar in Education

One related course (3 credits)

- EDRD-640 Foundations and Current Trends in Literacy Research and Practice

or

- EDRD-641 Teaching Literacy in the Content Areas

One elective course (3 credits)

- EDEX-745 Social and Behavioral Interventions

or

- EDOL-640 Principles and Strategies for Teaching English Language Learners

and, a capstone experience (3 credits)

- EDFD-879 Masters Seminar in Education

Must be the final course completed in the degree program.

***Teacher-To-Teacher Extended Program (9 credits)***

The add-on certification master's with this concentration is limited to the students completing the bachelor's degree at Furman enrolled in the five-year extended program.

- EDEP-640 Best Practices for the Induction Teacher
- EDEP-670 Teaching Internship

NOTE: Students successfully completing EDU-225 Teaching and Learning: Early Primary Years as undergraduates may be exempted from EDEC-642 Teaching and Learning: Early Primary Years.

**Education, Literacy, M.A.**

This degree is for teachers who wish to instill in their students a deep affinity towards literature and reading. This Master of Arts in Education with a concentration in Literacy is designed to teach current

theory and trends in literacy research, as well as best instructional practices. Reading, writing, and media communications are of particular focus with two required practica during the 36 credits of study.

To complete this program, students must show evidence of a passing score on the appropriate Praxis II exam. A passing score on the appropriate Praxis II exam is also required to gain additional licensure as "literacy teacher" or "literacy coach."

### **Master of Arts in Education**

Master of Arts programs are designed primarily for certified teachers. Individuals seeking initial teacher certification will be required to complete undergraduate courses which will not apply toward the master's degree.

### **Admission Criteria**

Students seeking admission to a Master of Arts program must have:

- earned a bachelor's degree from a regionally-accredited institution in the United States or a teacher education program recognized by the South Carolina Board of Education with a GPA of no less than 2.75 (3.0 preferred)
- satisfactorily completed an accredited program of initial teacher certification

and, must submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluation by persons familiar with the candidate's teaching (e.g. principal, assistant principal, immediate supervisor)
- a copy of their current teaching certificate
- official transcripts from each higher education institution previously attended

Currently enrolled Furman undergraduates pursuing teaching certification, who have satisfactorily completed all senior block courses including the practicum experience, eligible to enroll in EDEP-670 Teaching Internship, may gain provisional graduate admission for study in summer session prior to the completion of the teaching internship and initial certification. Successful completion of all senior block courses is required before students will be allowed to enroll in graduate level courses.

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

## Visa Information

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

## Application Deadlines for International Applicants

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

## English Language Proficiency

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

## Furman Department of Education-specific requirements:

Applicants without a state of SC-issued teaching certificate, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching certificate are not eligible for initial or add-on licensure at program completion.

## Program Continuation

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the award of the Master of Arts requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to degree candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements

- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)
- resolve any event or concern where an instructor, program coordinator, and/or the Office of Graduate Studies has reason to believe a degree candidate has acted in violation of department mission

### **Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

### **Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

### **Quick Step Guide to the Master of Arts**

- Preliminary Conference with Graduate Studies
- Application/fee/transcript/recommendations/teaching certificate
- Acceptance/Official conference with Graduate Studies
- Complete EDFD 879: Master's Seminar in Education
- Passing score on appropriate Praxis II exam (if applicable)
- Graduation

Course requirements for the specific concentration:

#### **LITERACY (36 credits)**

Three core courses (9 credits)

- EDFD-604 Statistics and Measurement in Education
- EDFD-606 Research in Education
- EDFD-608 The Culture of Schooling in America

Seven courses in the concentration (21 credits)

- EDRD-640 Foundations and Current Trends in Literacy Research and Practice
- EDRD-641 Teaching Literacy in the Content Areas
- EDRD-729 Literacy Methods and Instructional Strategies
- EDRD-749 Assessment and Instruction in Literacy

- EDRD-751 Critical Survey of Children's and Young Adult Literature
- EDRD-965 Practicum in Literacy Coaching
- EDRD-966 Advanced Practicum in Literacy Coaching

One more related course (3 credits)

- EDOL-641 Teaching Reading and Writing to PK-12 English Language Learners

or

- EDOL-720 Linguistic and Cultural Diversity in Education

or

- EDRD-750 Scholarly Reading and Writing

and, a capstone experience (3 credits)

- EDFD-879 Masters Seminar in Education

Must be the final course completed in the degree program.

Teacher-To-Teacher Extended Program (9 credits)

The add-on certification master's with this concentration is limited to the students completing the bachelor's degree at Furman enrolled in the five-year extended program.

- EDEP-640 Best Practices for the Induction Teacher
- EDEP-670 Teaching Internship

NOTE: Students successfully completing EDU-330 Literacy Foundations and Instruction in Grades PK-3, EDU-331 Literacy Processes and Instruction in Grades 2-6, or EDU-336 Teaching Reading in Content Areas as undergraduates may be exempted from EDRD-729 Literacy Methods and Instructional Strategies.

## **Education, Special Education - Emotional & Behavioral Disorders, M.A.**

Teachers who are passionate about Special Education often seek more specialized training to help their diverse students with special needs. For teachers, the Master of Arts in Education with a concentration in Learning Disabilities or Emotional/Behavioral Disorders is designed to enhance a specific area of special education. The program includes preparation in a selected area of special education through courses dealing with the nature of a specific disability and the related practica. Teachers who are pursuing this degree learn even more specialized intervention techniques and strategies to deal appropriately with children with special needs. The final practicum allows students to apply their skills and knowledge in a real-world setting.

This concentration is for teachers who have already met South Carolina Department of Education requirements for certification in elementary education. Secondary teachers may also complete this program by completing a course in teaching mathematics at the elementary level.

To complete this program, students must show evidence of a passing score on the appropriate Praxis II exam.

### **Master of Arts in Education**

Master of Arts programs are designed primarily for certified teachers. Individuals seeking initial teacher certification will be required to complete undergraduate courses which will not apply toward the master's degree.

### **Admission Criteria**

Students seeking admission to a Master of Arts program must have:

- earned a bachelor's degree from a regionally-accredited institution in the United States or a teacher education program recognized by the South Carolina Board of Education with a GPA of no less than 2.75 (3.0 preferred)
- satisfactorily completed an accredited program of initial teacher certification

and, must submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluation by persons familiar with the candidate's teaching (e.g. principal, assistant principal, immediate supervisor)
- a copy of their current teaching certificate
- official transcripts from each higher education institution previously attended

Currently enrolled Furman undergraduates pursuing teaching certification, who have satisfactorily completed all senior block courses including the practicum experience, eligible to enroll in EDEP-670 Teaching Internship, may gain provisional graduate admission for study in summer session prior to the completion of the teaching internship and initial certification. Successful completion of all senior block courses is required before students will be allowed to enroll in graduate level courses.

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

### **Visa Information**

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.



## Application Deadlines for International Applicants

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

## English Language Proficiency

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

## Furman Department of Education-specific requirements:

Applicants without a state of SC-issued teaching certificate, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching certificate are not eligible for initial or add-on licensure at program completion.

## Program Continuation

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the award of the Master of Arts requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to degree candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements
- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)

- resolve any event or concern where an instructor, program coordinator, and/or the Office of Graduate Studies has reason to believe a degree candidate has acted in violation of department mission

### **Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

### **Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

### **Quick Step Guide to the Master of Arts**

- Preliminary Conference with Graduate Studies
- Application/fee/transcript/recommendations/teaching certificate
- Acceptance/Official conference with Graduate Studies
- Complete EDFD 879: Master's Seminar in Education
- Passing score on appropriate Praxis II exam (if applicable)
- Graduation

Course requirements for the specific concentration:

### **SPECIAL EDUCATION - EMOTIONAL & BEHAVIORAL DISORDERS (33 credits)**

#### **Three core courses**

- EDFD-604 Statistics and Measurement in Education
- EDFD-606 Research in Education
- EDFD-608 The Culture of Schooling in America

#### **Five courses in the area of concentration**

- EDEX-621 Education of Students with Exceptionalities
- EDEX-623 Nature of Emotional and Behavioral Disorders
- EDEX-741 Methods and Assessments for Teaching Individuals with Exceptional Learning Needs
- EDEX-745 Social and Behavioral Interventions
- EDEX-963 Practicum in Teaching Students With Emotional Or Behavioral Disabilities

Must be the final course in the Emotional/Behavioral Disorders sequence and may be completed concurrently only with EDFD-879.

**One literacy course**

The course must be approved by the advisor and complement the student's prior courses in reading.

- EDRD-640 Foundations and Current Trends in Literacy Research and Practice

or

- EDRD-641 Teaching Literacy in the Content Areas

**One elective course**

- EDOL-640 Principles and Strategies for Teaching English Language Learners

**and, a capstone experience (3 credits)**

- EDFD-879 Masters Seminar in Education

Must be the final course completed in the degree program.

**Teacher-To-Teacher Extended Program (9 credits)**

The add-on certification master's with this concentration is limited to the students completing the bachelor's degree at Furman enrolled in the five-year extended program. Recent Furman graduates pursuing initial teacher certification, who have satisfactorily completed all senior block courses (including the practicum experience) and are eligible to enroll in EDEP 670-Teaching Internship, may gain provisional graduate admission for study in the summer term, prior to the completion of the teaching internship which leads to initial certification. Once initial certification is granted, students will be allowed to continue to be enrolled in graduate-level courses.

- EDEP-640 Best Practices for the Induction Teacher
- EDEP-670 Teaching Internship

Note: Students successfully completing EDU-223 Nature of Emotional/Behavioral Disorders as undergraduates may be exempted from EDEX-623 Nature of Emotional/Behavioral Disorders.

**Education, Special Education - Learning Disabilities, M.A.**

Teachers who are passionate about Special Education often seek more specialized training to help their diverse students with special needs. For teachers, the Master of Arts in Education with a concentration in Learning Disabilities or Emotional/Behavioral Disorders is designed to enhance a specific area of special education. The program includes preparation in a selected area of special education through courses dealing with the nature of a specific disability and the related practica. Teachers who are pursuing this degree learn even more specialized intervention techniques and strategies to deal appropriately with children with special needs. The final practicum allows students to apply their skills and knowledge in a real-world setting.

This concentration is for teachers who have already met South Carolina Department of Education requirements for certification in elementary education. Secondary teachers may also complete this program by completing a course in teaching mathematics at the elementary level.

To complete this program, students must show evidence of a passing score on the appropriate Praxis II exam.

## **Master of Arts in Education**

Master of Arts programs are designed primarily for certified teachers. Individuals seeking initial teacher certification will be required to complete undergraduate courses which will not apply toward the master's degree.

### **Admission Criteria**

Students seeking admission to a Master of Arts program must have:

- earned a bachelor's degree from a regionally-accredited institution in the United States or a teacher education program recognized by the South Carolina Board of Education with a GPA of no less than 2.75 (3.0 preferred)
- satisfactorily completed an accredited program of initial teacher certification

and, must submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluation by persons familiar with the candidate's teaching (e.g. principal, assistant principal, immediate supervisor)
- a copy of their current teaching certificate
- official transcripts from each higher education institution previously attended

Currently enrolled Furman undergraduates pursuing teaching certification, who have satisfactorily completed all senior block courses including the practicum experience, eligible to enroll in EDEP-670 Teaching Internship, may gain provisional graduate admission for study in summer session prior to the completion of the teaching internship and initial certification. Successful completion of all senior block courses is required before students will be allowed to enroll in graduate level courses.

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.

## Visa Information

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

## Application Deadlines for International Applicants

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

## English Language Proficiency

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

## Furman Department of Education-specific requirements:

Applicants without a state of SC-issued teaching certificate, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching certificate are not eligible for initial or add-on licensure at program completion.

## Program Continuation

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the award of the Master of Arts requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to degree candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements

- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)
- resolve any event or concern where an instructor, program coordinator, and/or the Executive Director of Graduate & Evening Studies has reason to believe a degree candidate has acted in violation of department mission

### **Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

### **Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

### **Quick Step Guide to the Master of Arts**

- Preliminary Conference with Graduate Studies
- Application/fee/transcript/recommendations/teaching certificate
- Acceptance/Official conference with Graduate Studies
- Complete EDFD 879: Master's Seminar in Education Passing score on appropriate Praxis II exam (if applicable)
- Graduation

Course requirements for the specific concentration:

#### **SPECIAL EDUCATION - LEARNING DISABILITIES (33 credits)**

##### **Three core courses (9 credits)**

- EDFD-604 Statistics and Measurement in Education
- EDFD-606 Research in Education
- EDFD-608 The Culture of Schooling in America

##### **Six courses in the area of concentration (18 credits)**

- EDRD-640 Foundations and Current Trends in Literacy Research and Practice

or

- EDRD-641 Teaching Literacy in the Content Areas
- EDEX-621 Education of Students with Exceptionalities

- EDEX-622 Nature of Learning Disabilities
- EDEX-741 Methods and Assessments for Teaching Individuals with Exceptional Learning Needs
- EDEX-745 Social and Behavioral Interventions
- EDEX-962 Practicum in Teaching Students With Learning Disabilities

Note: Students successfully completing EDU-222 Nature of Learning Disabilities as undergraduates may be exempted from EDEX-622 Nature of Learning Disabilities.

**One elective course (3 credits)**

- EDOL-640 Principles and Strategies for Teaching English Language Learners

**and, a capstone experience (3 credits)**

- EDFD-879 Masters Seminar in Education

Must be the final course completed in the degree program.

**Teacher-To-Teacher Extended Program (9 credits)**

The add-on certification master's with this concentration is limited to the students completing the bachelor's degree at Furman enrolled in the five-year extended program. Recent Furman graduates pursuing initial teacher certification, who have satisfactorily completed all senior block courses (including the practicum experience) and are eligible to enroll in EDEP 670-Teaching Internship, may gain provisional graduate admission for study in the summer term, prior to the completion of the teaching internship which leads to initial certification. Once initial certification is granted, students will be allowed to continue to be enrolled in graduate-level courses.

- EDEP-640 Best Practices for the Induction Teacher
- EDEP-670 Teaching Internship

## **Education, Teaching English to Speakers of Other Languages, M.A.**

The Master of Arts in Education with a concentration in TESOL (Teaching English to Speakers of Other Languages) is a 33-credit program which helps teachers meet the needs of students who speak limited or no English. Primarily for teachers interested in working with culturally diverse students, this program offers research-based strategies that help teachers make necessary modifications in instruction while promoting an inclusive environment. In order to add ESL licensure, the State Department of Education requires a student to have taken a minimum of six-semester hours of a second language, as well as earn a passing score on the appropriate PRAXIS II exam.

NOTE: a second language experience may be met by any one of the following:

- Six semester hours in courses in a single second language
- Completion of intensive language training by the Peace Corps, Foreign Service Institute, or Defense Language Institute

- Placement by the language department of an accredited institution in a course appropriate for the third semester of study or beyond in a foreign language
- Demonstration of second language proficiency as verified in writing by an official designated by the South Carolina State Department of Education for a language unavailable by an accredited institution

## **Master of Arts in Education**

Master of Arts programs are designed primarily for certified teachers. Individuals seeking initial teacher certification will be required to complete undergraduate courses which will not apply toward the master's degree.

### **Admission Criteria**

Students seeking admission to a Master of Arts program must have:

- earned a bachelor's degree from a regionally-accredited institution in the United States or a teacher education program recognized by the South Carolina Board of Education with a GPA of no less than 2.75 (3.0 preferred)
- satisfactorily completed an accredited program of initial teacher certification

and, must submit:

- a graduate admissions application, accompanied by a one-time, non-refundable application fee
- two professional recommendations and Dispositions Assessment Evaluation by persons familiar with the candidate's teaching (e.g. principal, assistant principal, immediate supervisor)
- a copy of their current teaching certificate
- official transcripts from each higher education institution previously attended

Currently enrolled Furman undergraduates pursuing teaching certification, who have satisfactorily completed all senior block courses including the practicum experience, eligible to enroll in EDEP-670 Teaching Internship, may gain provisional graduate admission for study in summer session prior to the completion of the teaching internship and initial certification. Successful completion of all senior block courses is required before students will be allowed to enroll in graduate level courses.

### **International Degree Candidates Initial Admission**

Any applicant who is a non-U.S. citizen wishing to attend Furman University Graduate Studies programs as a degree- or non-degree seeking student is considered an international applicant. All international applicants are required to have transcripts from any non-U.S. institutions evaluated by a credentialing service. All applications, fees, documents, and requirements must be submitted online through our secure admissions site to Graduate Studies. Official GRE General Test Score(s) should be submitted to Graduate Studies directly from ETS.



## Visa Information

Anyone already issued a valid U.S. visa (H-type or J-type), or a Permanent Residency Card, must submit copies of these documents as part of the application process. If an international applicant is seeking a student visa (F-1), the process for applying for this status will be addressed by the Dean of International Admission.

## Application Deadlines for International Applicants

Fall: March 15

Spring: August 15

Summer: January 15

It is important to note that if your program's deadline is prior to the international deadline, you should have your materials in by the earlier deadline.

## English Language Proficiency

All applicants whose primary language is not English must submit appropriate scores from either TOEFL or IELTS. All international graduate applicants must present one of the following as part of their online application: a TOEFL score of at least 577 on the paper-based test (pbt) or 90 on the internet-based test (ibt) or an IELTS score of at least 7.5. Applicants who take the TOEFL or IELTS must have the official score report sent to Graduate Studies directly from the testing service.

Applicants who have an undergraduate degree from an accredited U.S. institution are eligible to waive the TOEFL/IELTS requirement. Program directors may also petition Graduate Studies to waive this requirement on an individual basis.

## Furman Department of Education-specific requirements:

Applicants without a state of SC-issued teaching certificate, including but not limited to international applicants, must submit documentation (i.e. letter from an administrator, official transcript, etc.) *indicating previous preparation and/or experience as a classroom teacher*. International students without a valid SC teaching certificate are not eligible for initial or add-on licensure at program completion.

## Program Continuation

Admitted graduate degree candidates must meet with an advisor in Graduate Studies to plan a preliminary program and will be assigned a faculty contact person. Continuation in a program leading to the award of the Master of Arts requires successful completion of 9 graduate credits with a cumulative GPA of 3.00 or greater.

- Students earning a grade of C+, C, or C- in one of the first three courses in a program prior to Admission to Candidacy or a student with a cumulative GPA less than 3.00 must meet with the program coordinator and the Associate Director of Graduate Studies.

After Admission to degree candidacy, all students in a program must:

- maintain a cumulative GPA of 3.00 or greater and meet final grade requirements

- demonstrate satisfactory content knowledge, pedagogical skills, and dispositions related to national standards established by the Specialty Professional Association (SPA) and Council for the Accreditation of Educator Preparation (CAEP)
- resolve any event or concern where an instructor, program coordinator, and/or the Executive Director of Graduate & Evening Studies has reason to believe a degree candidate has acted in violation of department mission

### **Program Completion/Degree Audit**

The Office of Graduate Studies will audit the student's record to ensure that required courses have been completed and that the candidate has maintained a 3.00 GPA for the sequence of courses.

### **Program Completion/Graduation**

Graduate Studies will confirm all degree requirements have been successfully completed by each candidate. Candidates for graduation must also show a passing score on appropriate Praxis content exam.

### **Quick Step Guide to the Master of Arts**

- Preliminary Conference with Graduate Studies
- Application/fee/transcript/recommendations/teaching certificate
- Acceptance/Official conference with Graduate Studies
- Complete EDFD 879: Master's Seminar in Education
- Passing score on appropriate Praxis II exam (if applicable)
- Graduation

Course requirements for the specific concentration:

#### **TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (33 credits)**

##### **Three core courses (9 credits)**

- EDFD-604 Statistics and Measurement in Education
- EDFD-606 Research in Education
- EDFD-608 The Culture of Schooling in America

##### **Four courses in the concentration area (12 credits)**

- EDOL-621 Sociolinguistics for English Language Learners
- EDOL-640 Principles and Strategies for Teaching English Language Learners
- EDOL-641 Teaching Reading and Writing to PK-12 English Language Learners
- EDOL-961 Practicum: Principles and Strategies for Teaching English Language Learners

\*The practicum may be taken only after completing EDOL-641, plus either EDO-621 or EDOL-640.

**Two more related courses (6 credits)**

- EDOL-720 Linguistic and Cultural Diversity in Education
- EDOL-743 Content Modification for English Language Learners

**One elective course (3 credits)**

- EDEX-745 Social and Behavioral Interventions

**and, a capstone experience (3 credits)**

- EDFD-879 Masters Seminar in Education

Must be the final course completed in the degree program.

**Teacher-To-Teacher Extended Program (9 credits)**

The add-on certification master's with this concentration is limited to the students completing the bachelor's degree at Furman enrolled in the five-year extended program.

- EDEP-640 Best Practices for the Induction Teacher
- EDEP-670 Teaching Internship

## **Master of Arts in Teaching, MAT**

### **Admission Criteria**

Furman's MAT program seeks candidates who have above-average academic records, strong content knowledge and skills, and dispositions/attitudes/behaviors that will facilitate successful entry into the classroom.

Requirements include:

- a bachelor's degree in the content area with minimum 2.75 GPA (3.0 preferred) from Furman or another accredited college or university;
- Praxis II or State Board of Education approved content exam passing score;
- writing sample (ex. 200-300 words on why I'd like to become a teacher);
- transcript evaluation to assess content preparation (for those applicants *only* who do not hold a Furman degree in order to insure a minimum of 30 credits in the content area);
- recommendations, including a formal dispositions evaluation;
- background check;
- interview;

- and 10-minute demonstration lesson.

These requirements are more comprehensive than those of other Furman graduate programs and of many other SC institutions of higher education who offer MAT programs.

## **Master of Arts in Teaching - Secondary Content Areas (9-12): English, French, Spanish, Mathematics, Biology, Chemistry, Physics, Social Studies (33 credits)**

### **Core (12 credits)**

- EDFD-602 Educational Theory & Psychology
- EDFD-608 The Culture of Schooling in America
- EDFD-620 Child and Adolescent Growth and Development
- EDMT-758 Critical Issues in Secondary Education

### **Concentration (15 credits)**

- EDEX-621 Education of Students with Exceptionalities
- EDRD-641 Teaching Literacy in the Content Areas
- EDRD-640 Foundations and Current Trends in Literacy Research and Practice

### **One methods course (specific to the content area of licensure)**

- EDMT-650 Teaching Foreign Languages (pk-12): Methods
- EDMT-652 Teaching English in Grades 9-12
- EDMT 653 Teaching Social Studies in Grades 9-12
- EDMT-654 Teaching Science in Grades 9-12
- EDMT-655 Teaching Mathematics in Grades 9-12

### **Practicum requirement**

- EDMT-972 Practicum: Secondary Teaching

### **Exit Requirement (6 credits)**

- EDEP-670 Teaching Internship

Must be the final course completed in the degree program.

## Strategic Design, M.A.

The Master of Arts in Strategic Design (MASD) provides students with an advanced understanding of design processes and strategic management. The program fosters a creative, professional environment and prepares graduates to advance their careers or enter the job market with hands-on, professional experience and a portfolio, as well as an established network of industry contacts.

The MA in Strategic Design program is comprised of 42-credit hours in design theory, research methods, and applied practice in creative media, focusing on integrated communication management and strategy. Heavy emphasis is placed on visual design processes and strategic marketing concepts like consumer behavior, segmentation, distribution, and integrated communications as they relate to creative outcomes. This approach translates into a robust, professional portfolio which positions graduates for placements in premier agencies and firms in the creative industry.

The Strategic Design program is charged at a cost of \$950 per credit.

### Admission Criteria

Students seeking admission to this Master of Arts program will be considered for admission provided they have completed their undergraduate studies with a cumulative GPA of no less than 2.50 (2.75 preferred), and have submitted the following:

- A graduate admissions application, accompanied by a one-time, non-refundable application fee
- Two letters of recommendation
- Portfolio of 3-5 pieces of previous creative work
- Statement of Intent (500 words)
- Official transcripts from each higher education institution previously attended
- Additionally, prospective students may be invited to complete an admissions interview and may be asked to provide evidence of Competency in digital technology (ie, Photoshop or like platforms) as measured by courses taken through undergraduate, portfolio pieces, or through the interview process.

### Curriculum

To graduate with an MA in Strategic Design, students complete 7 core courses (21 hours) and an additional 7 courses (21 hours) in elective coursework.

All students complete the following 7 core courses (21 hours):

- SDG 601 Introduction to Design
- SDG-605 Type As Message
- SDG-606 Strategic and Change Management
- SDG-609 Argument and Visual Narrative
- SDG-610 Rhetoric and Design
- SDG-704 The Art of Story – Vision Point I

- SDG-951 Portfolio Development\*

And, students complete 21 additional hours (7 courses) of elective coursework, selected from:

- SDG-614 Brand Strategy and Creative Thinking
- SDG-615 Design Aesthetics and Strategy
- SDG 616 Entrepreneurship through innovation and design
- SDG-705 Marketing Strategy - Vision Point II
- SDG-709 Publication Narratives
- SDG-710 Verbal Narratives
- SDG-711 Packaging Narratives
- SDG-715 Crafting Brand Experiences
- SDG-716 Writing for Brand Engagement
- SDG-717 Creating for Design Experiences
- SDG-724 Content Creation and Social Media
- SDG-725 Content Creation for Brand and User
- SDG-730 Creating Cultural Impact
- SDG-731 Innovation in Experiential Design
- SDG-951 Portfolio Development\*
- SDG-952 Practicum\*
- SDG-953 Internship\*

\*Students must complete 1 semester of SDG-951 Portfolio Development as part of the core coursework in the program. In addition, students may only apply 12 credit hours (4 courses) of individualized studio coursework (portfolio, practicum, or internship) to the degree. Individualized studio courses are repeatable with the permission of the graduate program director.

## Course Descriptions

Courses at Furman are typically identified by codes separated into three distinct parts. The first segment designates the academic subject of the course, the second component relates to the level of instruction, and the final element (when displayed) assists with the identification of the meeting times and location for individual course sections.

### Community Engaged Medicine

#### CEM-601 Community Medicine Fieldwork

Eight or more hours per week directly observing and engaging with people to gain tangible skills in areas not often served by traditional internship or shadowing opportunities. Exposure will increase awareness to the interconnectedness of socioeconomic issues, behavioral issues, and cultural issues incorporated into health and medicine. 3 credits.

#### CEM-605 Implicit Bias and Community Engagement

Discovery and exploration of hidden biases related to disparities in health (perceived and real). Focus on recognition of ways the human brain perceives differences and ways medical care is impacted to help prepare students to engage in the local community. 1 credit.

#### CEM-606 Clinical Experiential Training

Hands-on training to support Community Medicine Fieldwork placement. 1 credit.

#### CEM-610 Applied Human Clinical Anatomy

Active, inquiry-based course serves as a study of structure and function based on clinical data including 3D human modeling, x-rays, scans, and MRIs. Case-based anatomy modules foster student collaboration and discussion as they expand on the typical anatomy applied to various diseases, congenital issues, malformations, and syndromes. Case-study discussion will be supplemented with traditional use of anatomy models, computer simulation, and dissections. 4 credits.

#### CEM-615 Applied Human Clinical Physiology

Active, inquiry-based course serves to study of human physiology based on clinical data including enzyme levels, respiratory indicators, and cardiac indicators. Case-based physiology modules foster collaboration and discussion to expand on the typical physiology applied to various diseases, congenital issues, malformations, and syndromes. Case-study discussions will be supplemented with hands-on data acquisition including pulmonary function, cardiac output, stroke volume, pulse, and heart sounds. 4 credits.

#### CEM-620 Applied Epidemiology

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. 3 credits.

#### CEM-625 Advanced Genetics

Molecular genetics using human examples to broaden students' appreciation for the complexity of the impact of genetics on individuals, families, and society. 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. Discussion topics could also include 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. Independent research and presentations of a human genetic disorder will be required. 4 credits.

#### CEM-630 Metabolic Biochemistry and Nutrition

Metabolic pathways with an emphasis on disorders associated with metabolic enzymes. Significant consideration of the regulation of these pathways focused on metabolic alternations in the fed versus fasted state. Alterations to the pathway as seen in various disease states will also be addressed which will be heavily supplemented with primary literature discussions. Introduction of nutritional topics

including essential vitamins, dietary manipulations, and the impact of nutrition on metabolic disorders and diseases, such as diabetes and obesity. 3 credits.

#### CEM-650 Health Policy

Introduction to policy analysis by examining issues in the health sector with a focus on the local community. Fosters an appreciation of the complexity of policy problems and the policy-making process. Use of primary literature and current data to develop basic tools for policy design, implementation and evaluation. 3 credits.

#### CEM-675 Healthcare Seminar

Conversations and case studies enable student to share experiences and contribute developing expertise on topics of interest. Guest lectures by experts in the medical and health communities. Development of individual projects to reflect on common thread of “community engaged medicine”. 2 credits.

### Chemistry

#### CHM-670 Topics in Chemistry

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

#### CHM-675 Graduate Seminar in Chemistry

Students present seminars based on current literature. Surveys of assigned journals are presented individually; more detailed presentations are made by small groups. 4 credits. *\*\*Course must be taken twice to complete academic requirements.*

#### CHM-702 Research

Original laboratory research 4 credits. *\*\*Course must be taken twice to complete academic requirements.*

#### CHM-705 Thesis

Master’s thesis. 4 credits.

### Education

#### Curriculum and Instruction in Education

##### EDCI-671 Intro to Project Based Learning

This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency. 3 credits.

##### EDCI-672 Applications of Project Based Learning in the Curriculum

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. 3 credits.

#### EDCI-673 Models of Teaching

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. 3 credits.

#### EDCI-675 Nature and Needs of Gifted and Talented Students

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. 3 credits.

#### EDCI-676 Curriculum and Instruction for Gifted and Talented Students

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. 3 credits.

#### EDCI-677 Middle School Curriculum and Organization

Current research and best practices will be used as the foundation for acquiring fundamental knowledge of the major components of middle 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. 3 credits.

#### EDCI-679 Technology Literacy for Teachers Grades 7-12

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. 3 credits.

#### EDCI-732 Educational Assessment and Grading

Theory and practice of assessment for teachers and other education professionals. Emphasis on classroom assessment and evaluation practices consistent with SC Curriculum Standards and including differentiated instruction. 3 credits.

#### EDCI-973 Practicum in Project Based Learning

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

managing standards based PBL and content instruction using a wide range of resources and technology effectively. Variable credit.

### **Early Childhood Education**

#### **EDEC-640 Caregiving and Learning: The Infant And Toddler Years**

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. 3 credits.

#### **EDEC-641 Teaching and Learning: The Preschool Years**

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. 3 credits.

#### **EDEC-642 Teaching and Learning: The Early Primary Years**

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. 3 credits.

#### **EDEC-746 Methods and Materials for Educating Young Children With Diverse Abilities**

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. 3 credits.

#### **EDEC-960 Practicum in Teaching the Young Child**

Supervised application of instructional methods for the young child. 3 credits

### **Extended Program in Education**

#### **EDEP-640 Best Practices for the Induction Teacher**

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. 3 credits.

**EDEP-670 Teaching Internship**

Designed for candidates enrolled in Furman’s extended program. The course 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. 6 credits.

**Exceptionalities in Education**

**EDEX-621 Education of Students with Exceptionalities**

Characteristics of persons with exceptionalities, implications for teaching and learning, and applications of special education procedures and services. Extensive field experiences are incorporated. 3 credits.

**EDEX-622 Nature of Learning Disabilities**

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. 3 credits.

**EDEX-623 Nature of Emotional and Behavioral Disorders**

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. 3 credits.

**EDEX-741 Exceptional Learning Needs Methods and Assessment**

Covers processes of assessment specific to individuals identified as having an emotional or behavioral disorder (EBD) or a specific learning disability (SLD) in both placements that are inclusive and those that are restrictive. Discuss case studies and participate in class activities tailored to the specific characteristics of these students, as well as develop individualized education plans (IEPs) and individualized family service plans (IFSPs). Explore instructional and collaborative practices with exposure to alternative assessments. 6 credits.

**EDEX-745 Social and Behavioral Interventions**

Development of a knowledge base and skills for implementing applied behavior analysis and social skills instruction with groups and individuals with variant behaviors. 3 credits.

**EDEX-962 Practicum in Teaching Students With Learning Disabilities**

Supervised application of instructional and behavior management strategies for students with learning disabilities. 3 credits

**EDEX-963 Practicum in Teaching Students With Emotional Or Behavioral Disabilities**

Supervised application of instructional and behavior management strategies for students with emotional/ behavioral disorders. 3 credits

## **Educational Foundations**

### **EDFD-602 Educational Theory & Psychology**

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. 3 credits.

### **EDFD-604 Statistics and Measurement in Education**

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. 3 credits.

### **EDFD-606 Research in Education**

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. 3 credits.

### **EDFD-608 The Culture of Schooling in America**

In-depth examination of the major influences on education in a democratic and pluralistic society from an anthropological perspective. Students will be engaged in cultural inquiries to relate the material presented in the texts, handouts, lectures, and videos to their own classrooms, schools, and communities. The goal is for teachers to take ownership of their classroom culture and to actively work to co-create with students a sustainable and inclusive classroom. 3 credits.

### **EDFD-620 Child and Adolescent Growth and Development**

Key theories and milestones of physical, cognitive, language, and social-emotional development, from conception through adolescence, with specific applications to teacher education. Fifteen hours of off-campus fieldwork at a local public school required. 3 credits.

### **EDFD-879 Masters Seminar in Education**

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. 3 credits.

## **Master of Arts in Teaching**

### **EDMT-650 Teaching Foreign Languages (pk-12): Methods**

Introduction to a variety of language learning theories, with opportunities to develop materials and practice techniques appropriate to teaching foreign languages on any level. Field observations required. Emphasis on the teaching of the four skills, testing, culture, technology, and the development of foreign language proficiency. 3 credits.

### **EDMT-652 Teaching English in Grades 9-12**

Explores two of the major components in the secondary school English curriculum: language and composition. Emphasis placed on teaching the writing process. Examines strategies needed to learn from text materials included in the English classroom. 3 credits.

#### EDMT-653 Teaching Social Studies in Grades 9-12

Provides in-depth investigation of the methods associated with teaching social studies on the secondary level. Special emphasis placed on how the social sciences differ from other disciplines, and how differences affect curricular and pedagogical strategies. 3 credits.

#### EDMT-654 Teaching Science in Grades 9-12

The purpose of this course is to help the student become a reflective practitioner who is competent in the development and delivery of a quality science curriculum. Topics covered include laboratory safety, animals in the classroom, instructional strategies focusing on inquiry and the learning cycle, exemplary curriculum, integration of science within the entire high school curriculum, performance assessments including science notebooks, use of data to change practice, use of technology, resource analysis, Project Based Learning in the science classroom, and STEM. 3 credits.

#### EDMT-655 Teaching Mathematics in Grades 9-12

Teacher candidates become reflective practitioners in the development and delivery of a well-designed standards-based mathematics curriculum. Topics include mathematics curriculum in the secondary school, instructional strategies, performance assessment and resource evaluation focusing on technology. Students are expected to participate in field work in local mathematics classrooms. 3

#### EDMT-670 Teaching Internship

Designed for candidates enrolled in Furman's extended or MAT programs. The course 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. 3 credits

#### EDMT-758 Critical Issues in Secondary Education

Designed for senior level secondary and PK-12 language teacher candidates enrolled in the Senior Block and MAT programs. Provides teacher candidates with opportunities to examine significant issues in secondary schools including: classroom management techniques and educational technology. 3 credits.

#### EDMT-972 Practicum: Secondary Teaching

Provides candidates with opportunities to apply theory and evidence-based practice in the classroom under the supervision of Furman faculty and mentorship of a master teacher. 3 credits

### **Teaching English to Speakers of Other Languages**

#### EDOL-621 Sociolinguistics for English Language Learners

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. 3 credits.

#### EDOL-640 Principles and Strategies for Teaching English Language Learners

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. 3 credits.

**EDOL-641 Teaching Reading and Writing to PK-12 English Language Learners**

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. 3 credits.

**EDOL-720 Linguistic and Cultural Diversity in Education**

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. 3 credits.

**EDOL-743 Content Modification for English Language Learners**

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. 3 credits.

**EDOL-961 Practicum: Principles and Strategies for Teaching English Language Learners**

The field-based practicum is designed to provide candidates with opportunities to demonstrate their knowledge, skills, and dispositions for teaching English language learners (ELLs). 3 credits

**Literacy Education**

**EDRD-640 Foundations and Current Trends in Literacy Research and Practice**

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. 3 credits.

**EDRD-641 Teaching Literacy in the Content Areas**

Designed for prospective and in-service elementary, middle, and secondary school teachers, this course will provide opportunities for an in-depth study of teaching literacy in various subject matter areas and present skills and strategies that facilitate literacy learning with content textbooks, content-area authentic texts, and other media. Strategies for teaching scaffolded instruction of language and literacies to support standards and curricular objectives in the content areas will be presented. Candidates will use evidence-based, student-centered, developmentally appropriate interactive approaches to promote literacy and content area learning. 3 credits.

**EDRD-729 Literacy Methods and Instructional Strategies**

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. 3 credits.

**EDRD-747 Critical Survey of Children's Literature**

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. 3 credits.

**EDRD-748 Critical Survey of Literature for Young Adults**

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. 3 credits.

**EDRD-749 Assessment and Instruction in Literacy**

An exploration of various cognitive and affective literacy assessments with strategies for using data to adapt instruction for all learners. Candidates in the course will interact and participate in decision-making with other educators as they explore the work of literacy teachers and literacy specialists. 3 credits.

**EDRD-750 Scholarly Reading and Writing**

With demands higher than ever for K-12 educators to be scholars and leaders, 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. Participants will read and analyze a wide range of scholarly works, both qualitative and quantitative, while also drafting their own original scholarly writings to submit for publication. 3 credits.

**EDRD-751 Critical Survey of Children's and Young**

The course is designed to familiarize candidates with contemporary children's/young adult (YA) literature. Candidates will read a range of instructor-selected and student-selected texts that represent a variety of genres, media, and perspectives. Candidates will consider trends in children's/YA literature, participate in the professional conversation around children's/YA literature, respond critically to children's/YA literature, and consider text selection for their own students. 3 credits

**EDRD-965 Practicum in Literacy Coaching**

In this practicum setting, candidates will engage in a variety of practices to prepare as literacy coaches. Classroom assessment data will be gathered and analyzed continuously as candidates design and implement instruction to provide individualized tutoring as part of the 25 hours of field work. Candidates will also develop their literacy leadership skills through planning, leading, and evaluating professional development for their colleagues. They will engage in meaningful interaction with their colleagues and school communities to enhance their professional knowledge, skills, and dispositions. 3 credits

**EDRD-966 Advanced Practicum in Literacy Coaching**

Second practicum in a series of practica in the literacy concentration designed to develop affective and cognitive skills in literacy processes needed by elementary or middle school students. Supervised application of comprehensive assessment and instructional strategies in a clinic setting to enhance candidates' knowledge of evidence-based instructional approaches that improve student learning. Guided to reflect on their own professional growth, candidates will develop essential literacy leadership skills through peer coaching. 3 credits

## **School and Educational Leadership**

### **EDSL-718 Organization and Control of American Schools**

A study of the conceptual and structural organization of public education, educational governance, and policy making at the federal, state, and local levels. 3 credits.

### **EDSL-719 Leadership in Educational Organizations**

A study of leadership principles and theories and the administrative and management applications of such in educational organizations. 3 credits.

### **EDSL-727 Strategic Planning and Thinking in Education**

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. 3 credits.

### **EDSL-730 Designing and Implementing Curriculum**

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. 3 credits.

### **EDSL-823 School Finance**

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. 3 credits.

### **EDSL-825 Schools and the Law**

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. 3 credits.

### **EDSL-840 Supervision and Instructional Leadership**

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. 3 credits.

### **EDSL-849 The Principalship**

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. 3 credits.

### **EDSL-719; must be taken prior to or concurrently with the internship**

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. 3 credits.



#### EDSL-851 Interpersonal and Group Relations in Education

This course is a study of individual and group behavior in organizations. Emphasis is 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. 3 credits.

#### EDSL-852 Data Analysis for Educational Leadership

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. 3 credits.

#### EDSL-853 School Personnel Administration

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. 3 credits.

#### EDSL-854 Leadership for Social Justice

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. 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. 3 credits.

#### EDSL-855 Leading School Renewal

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. 3 credits.

#### EDSL-856 School Facilities Planning

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. 3 credits.

#### EDSL-858 Evaluation of School Programs and Personnel

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. 3 credits.

#### EDSL-859 The Superintendency

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. 3 credits.

#### EDSL-879B Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law, and Policy

This course 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. 3 credits

#### EDSL-879D Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law, and Policy

This course 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. 3 credits.

#### EDSL-971E Internship in Elementary School Administration

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. 3 credits

#### EDSL-971S Internship in Secondary School Administration

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. 3 credits

#### EDSL-972E Internship in Elementary School Administration

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. 3 credits

**EDSL-972S Internship in Secondary School Administration**

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. 3 credits

**EDSL-975 Internship in the Superintendency & District Administration**

This course provides the first part of a year long 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. 3 credits

**EDSL-976 Internship in the Superintendency & District Administration**

This course provides for the second part of a year long 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. 3 credits

**Special Topics in Education**

**EDSP-650 International Perspectives on Public Education**

In-depth focus on the issues, philosophy, history, and cultural differences of public education from an international perspective. Comparison of the educational system in the United States with other nations, focusing on the country visited. May be repeated once with change of country. 2 credits.

**EDSP-670 Topics in Music Education Grades 7-12**

A one credit recertification unit for current South Carolina music educators. Requires attendance at a prescribed number of events provided by the South Carolina Music Education Association. Students submit a summary of their experiences and design their own curriculum to address individual interests and areas of expertise. 1 credit.

**EDSP-673 Models of Teaching**

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. 3 credits

**EDSP-674 Teaching About Asia**

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. 3 credits.

### EDSP-677 Best Practices for Teaching Math in the Elementary Schools

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. 3 credits.

## **Strategic Design**

### SDG-601 Introduction to Design

Introduction to Design is a basic foundation course for students to implement design principles, elements, and theory with particular attention to visual communication through composition. This course will emphasize strategy and concept through visual solutions. Material solutions will be individualistic; attention to craft with those materials is paramount. 3 credits.

### SDG-605 Type as Message

Type is a living, vibrant, and exciting art form. Technology has given us great power in dealing with type, but at the same time has dematerialized typography: it has gone from an art practiced by a select few to something that millions watch passively on a screen. We will be actively engaging with letters, numbers, symbols and spatial principles. 3 credits.

### SDG-606 Strategic and Change Management

In this course students will learn about what distinguishes a company's vision, mission, values, and principles, vs. its purpose. Plus, how these declarations can strategically align for positive change outcomes in an organization and how to manage them. 3 credits.

### SDG-609 Argument and Visual Narrative

This course explores reason-giving in persuasive contexts, including a variety of argument and image generation strategies. Special focus is given to the integration of storytelling with visual design. 3 credits.

### SDG-610 Rhetoric and Design

With reference to the ancient history of communicative invention since the liberal arts tradition of antiquity, this course will explore the creative process of design and how compositional arrangements, styles, and delivery systems alter persuasion and identification across a variety of frameworks. The course includes learning core concepts and project-based applications of those concepts to contemporary creative technologies. 3 credits.

### SDG-614 Brand Strategy and Creative Thinking

This course teaches methods for developing strategies; then how to generate ideas based on the appropriate strategy. Students learn how to actualize their ideas using a variety of image-making sources including photography, prototyping, and hand drawing. 3 credits.

### SDG-615 Design Aesthetics and Strategy

This course provides thinking, making and doing as a basis to achieve design experiences introduced by visual languages, craft, leadership & strategic thought. The student examines omnimedia channels which emphasize innovation and strategic thinking while considering aesthetics. 3 credits.

#### SDG-616 Entrepreneurship through Innovation and Design

Through this course, students will learn the foundations of entrepreneurial thinking, creative thinking, and fundamentals of driving innovation. Team-oriented projects will challenge students to take these skills and adapt them to work in a group setting, finding their roles similar to those in a startup environment or intra-preneurial organization. Students will learn to gather, interpret, and execute information design in a way that fosters an efficient and practical understanding of a concept through the ideation process. Students will unlock their entrepreneurial mindset through modules focused on innovation, critical thinking, and human-centered design. They will be charged to realize their entrepreneurial potential through transforming their perspective of what it takes to launch a new venture. 3 credits

#### SDG-704 The Art of Story-Vision Point I

This is a reflective seminar requiring students to reflect on the collaboration and problem-solving required to complete projects and course requirements. Students examine how creativity can have a positive impact on issues our society is facing. Students research the issue, collaborate and then address the challenge by creating appropriate offline and online activities. The course will incorporate speakers, online blog posts, and other digital media to allow for reflection on learning. 3 credits.

#### SDG-705 Marketing Strategy-Vision Point II

This is a seminar requiring students to reflect on the collaboration and problem-solving required to complete projects and course requirements. Students examine how creativity can have a positive impact on issues our society is facing. Students research the issue, collaborate and then address the challenge by creating appropriate offline and online activities. The course will incorporate speakers, online blog posts, and other digital media to allow for reflection on learning. Students also begin the development of the online portfolio. 3 credits.

#### SDG-709 Publication Narratives

Storytelling is a critical component in a brand's strategy. Maintaining a strong print and digital presence is essential in today's world. Content creators must have the skills to produce visual stories with video, images, and text. 3 credits.

#### SDG-710 Verbal Narratives

The main focus of this course is on understanding, challenging and exploring new ideas of how brand messages can be delivered in multiple mediums. Students will learn about plot development, story and character arcs, and telling stories in multiple installments from videos to blogs. 3 credits.

#### SDG-711 Packaging Narratives

The main focus of this course is on understanding, challenging and exploring new ideas of how brands are conveyed through metaphor-rich, story-driven narrative visualizations from motion, to packaging and product environments. 3 credits.

#### SDG-715 Crafting Brand Experiences

In this module-based course students learn the importance of creating innovative brand experiences through modules focusing on digital campaigns, social media, and logo creation. Students examine a brand's essence and then bring this theme to life in a way that gives the consumer a unique experience no matter the medium. Students explore publications, events and social media. 3 credits.

#### SDG-716 Writing for Brand Engagement

This course explores what constitutes the essence of a brand. Students will explore ways to express this essential theme in writing for a variety of media including traditional & social. The focus is on developing a writing style that is short, to the point and powerful. 3 credits.

#### SDG-717 Creating for Design Experiences

The course is a study of visual culture of the Modern period. The student engages in storytelling where design stimulates and creates culture. It uses interpretative media narratives, criticism, and history to define progressive messages. 3 credits.

#### SDG-724 Content Creation and Social Media

The course introduces students to social media through an examination of the multiple social environments and a study of consumer behavior. Students learn methods to rapidly create original content that encourages consumer engagement which allows brands to develop relationships with consumers. 3 credits.

#### SDG-725 Content Creation for Brand and User

This module-based course is a study of visual communication and how it encourages engagement. There is an emphasis on refining skills sets for brand applications, packaging, product delivery and options for current consumer cultures. Students will also explore design entrepreneurship within this course. 3 credits.

#### SDG-730 Creating Cultural Impact

Within this class students will create and develop powerful ideas that invigorate campaigns and influence culture. Emphasis will be on challenging the way students approach strategy, creativity and innovation in order to show how they are all synthesized. 3 credits.

#### SDG-731 Innovation in Experiential Design

This course of study examines systems thinking and designing for scale and agility which is about simplifying, standardizing and integrating elements. Emphasis in the course is placed on how human factors drive dynamic content in experiential design (XGD). The student learns how the use of skills sets might make possible rich interactions between a user in a place and the information being provided. 3 credits.

#### SDG-951 Portfolio Development

This course provides student advisement in preparing a final portfolio. Students receive instruction, critique and advisement toward developing professional career goals including interviewing techniques and an industry portfolio review. 3 credits.

#### SDG-952 Practicum

While developing the individual portfolio, students will have choice in the application of art direction, copywriting, or design through some real-world application of theory, skills, and knowledge gained in the program. Students may engage in an internship in the field, work on a school site-based special project, or create a thesis regarding some real-world issue explored and defined within the student's portfolio. 3 credits.

#### SDG-953 Internship

This course is designed to give students meaningful hands on experience in the field of Strategic Design by applying the knowledge and skills learned in course work to on the job assignments and responsibilities at the host organization. The final grade for the course will take into account participation, learning, thoroughness and quality of assignments, submission of a log, portfolio, and supervisor feedback. 3 credits.

# Directory

## Board of Trustees

### 2022-2023

#### Officers

Kevin T. Byrne '91, *Chair*

Robert E. Hill, Jr. '83, *Vice Chair*

Christine Newsom Byron '91, *Secretary*

#### Trustees

Charles Ambrose '83

Kevin R. Bryant '85

Jolley Bruce Christman

Kristin Baucom Davies '89

Thomas Cullen '00

Cynthia Davis '84

Lee C. Dilworth '83

Frances Ellison

Johnna Frierson '05

David L. Hauser '73

Yendelela Neely Holston '03

James A. Lanier '79

David Laxer '87

Anthony Wilton McDade '79

Jason W. Richards '01

Traci Miller Rinker '89

Paul L. Robertson III '82

Susan T. Shi '71

A. Alexander Taylor II '75



Brenda J. Thames

Rachelle H. Thompson '92

William Byrd Traxler, Jr.

David J. Trone '77

C. Kemmons Wilson III '98

Matthew Walls Wilson '86

Richard N. Wrenn, Jr. '74

John C. Yates

### **Emeritus Trustees**

Robert H. Buckman H'15

Merl F. Code

John C. Cothran '54

W. Randy Eaddy '76

David Ellison '72

Sean P. Hartness

Francie M. Heller

Gordon R. Herring '65, H'91

William B. Howes '59

Stanford J. Jennings '84

Carl F. Kohrt '65

James N. Ney '64

Richard W. Riley '54, H'79

Leighan Roberts Rinker H'04

Daniel S. Sanders

Emilyn Childs Sanders

Frank R. Shaw '61

Elizabeth Peace Stall H'07

Peace Sullivan

Baxter M. Wynn

## Senior Administrative Team

Elizabeth Davis (2014), Ph.D., *President*

Connie L. Carson (2008), M.Ed., M.B.A., *Vice President for Student Life*

Thomas E. Evelyn, II, (2016) M.A., *Vice President for University Communications*

Susan A. Maddux (2018), M.P.A.C.C., C.P.A., *Vice President for Finance and Administration*

Heidi Hansen McCrory, (2018) M.A., *Vice President for Development*

Beth Anne Pontari (2001), Ph.D., *Interim Vice President for Academic Affairs and Provost*

Jason C. Donnelly (2019), M.P.A., *Athletics Director*

Meredith E. Green '05 (2017), Esq. J.D., *General Counsel*

Elizabeth Ann Seman (2013), B.S., *Chief of Staff/Liaison to Board of Trustees*

## Administrative Team

Jason Abreu (2022), Ed.D., *Associate Vice President for Enrollment Services and University Registrar*

Diane E. Boyd (2006, 2019), Ph.D., *Mary Seawell Metz '58 Executive Director, Faculty Development Center and Associate Dean for Faculty Development*

Stephanie Boyd (2009), M.Ed., *Associate Dean of Student Success and Wellbeing*

Tracy Carner (2006), M.Ed., *Assistant Academic Dean*

Jason Cassidy (1999), Ph.D., *Associate Vice President for Student Life and Dean of Students*

Candice Chan (2016), M.B.A., *Dean of International Admissions*

Dawn Durham (2021), M.B.A., *Associate Vice President for Finance*

David Eubanks (2015), Ph.D., *Assistant Vice President for Assessment and Institutional Effectiveness*

Christine Goforth (2010), *Associate Vice President for Enterprise Information Systems and Business Intelligence*

Anthony Herrera (2018), M.B.A., *Chief Innovation Officer; Executive Director, Institute of Innovation and Entrepreneurship*

Don Kaade (2019), J.D., *Associate General Counsel*

Rod Kelley '06 (2021), M.S., *Assistant Dean of Student Conduct*

M. Brad Pochard (2008), M.B.A., *Associate Vice President for Enrollment*

Sharen Beaulieu (2019), SHRM-SCP, *Associate Vice President for Human Resources*

## Faculty

Sarah Adeyinka-Skold (2020), *Assistant Professor of Sociology*, B.A., Princeton University, M.S.W., University of Chicago, Ph.D., University of Pennsylvania.

Christy Allen (2013), *Associate Librarian*, A.A. Coastal Carolina Community College, B.A., East Carolina University, M.L.S., University of North Carolina.

Karen E. Allen (2016), *Henry Keith and Ellen Hard Townes Assistant Professor of Earth, Environmental, and Sustainability Sciences*, B.A., Williams College, Ph.D., University of Georgia.

Christopher T. Alvin (2018), *Associate Professor of Computer Science*, B.A., Ripon College, M.S., University of Wisconsin, M.S., Marquette University, Ph.D., Louisiana State University.

Loribeth M. Alvin (2018), *Associate Professor of Mathematics*, B.S., University of Wisconsin, Oshkosh, M.S., Ph.D., University of Wisconsin, Milwaukee.

Charles Brannon Andersen (1994), *Rose J. Forgione Professor of Earth, Environmental, and Sustainability Sciences*, B.S., Texas A&M University, M.S., Miami University, Ph.D., Syracuse University.

Erik Albert Anderson (2001), *Associate Professor of Philosophy*, B.A., University of Puget Sound, M.A., Ph.D., University of Connecticut.

Mary Elizabeth Anderson (2018), *Associate Professor of Chemistry*, B.S., Samford University, Ph.D., Pennsylvania State University.

Sarah Archino (2015), *Associate Professor of Art*, B.A., University of Florida, M.A., M.Phil., Ph.D., City University of New York.

Ruth F. Aronoff (2016), *Associate Professor of Earth, Environmental, and Sustainability Sciences*, B.A., Williams College, Ph.D., Purdue University.

Maegan M. Azar (2010), *Associate Professor of Theatre Arts*, B.S., East Tennessee State University, M.F.A., University of Alabama.

Eiho Baba (2008), *Associate Professor of Philosophy and Asian Studies*, B.A., International Christian University, M.A., M.S., Ph.D., University of Hawaii, Manoa.

Laura Ellen Baker (2001), *Associate Librarian*, B.A., Syracuse University, M.S.L.S., Clark Atlanta University.

William Mebane Baker (1994), *Professor of Physics*, B.S., Ph.D., North Carolina State University, M.S., University of North Carolina, Greensboro.

John Patrick Thaddeus Barrington (1996), *Professor of History*, B.A., University of Oxford, M.A., Ph.D., College of William & Mary.

Linda Boone Bartlett (1991), *Carey Shepard Crantford Professor of Modern Languages and Literatures*, B.A., Wake Forest University, M.A., Ph.D., University of Virginia.

Marian Osborne Berky (2018), *Lecturer of Religion*, B.A., Wake Forest University, M.Div., Southern Baptist Theological Seminary, M.A., Ph.D., Vanderbilt University. Part-time.

Jennifer Alison Bernabe (2021), *Visiting Assistant Professor of Art*, B.A., University of South Carolina, M.F.A., Savannah College of Art and Design.

Marianne Bessy (2008), *Lois Aileen Coggins Professor of Modern Languages and Literatures*, B.A., M.A., Université Rennes II Haute Bretagne, M.A., University of Limerick, Ph.D., Louisiana State University.

Mark S. Bettner (2019), *Visiting Professor of Business and Accounting*, B.S., Oregon State University, M.S., Virginia Tech University, Ph.D., Texas Tech University.

Bryan Donald Bibb (2000), *Professor of Religion*, B.A., Furman University, M.Div., Ph.D., Princeton Theological Seminary.

Temi Bidjerano (2007), *Associate Professor of Education*, B.A., M.A., Sofia University, M.S., Ph.D., State University of New York at Albany.

Grace Elizabeth Binion (2022), *Assistant Professor of Psychology*, B.S., Georgia Gwinnett College, M.S., Ph.D., University of Oregon.

Christopher William Blackwell (1996), *Louis G. Forgione Professor of Classics*, B.A., Marlboro College, Ph.D., Duke University.

Kerstin K. Blomquist (2011), *Associate Professor of Psychology*, B.A., Wellesley College, M.A., Ph.D., Vanderbilt University.

Jordan C. Bounds (2019), *Assistant Professor of Mathematics*, B.A., Oberlin College, M.S., Kent State University, Ph.D., Bowling Green State University.

Elizabeth Bouzarth Foster (2011), *Associate Professor of Mathematics*, B.S., Dickinson College, Ph.D., University of North Carolina.

Roy Bower (2019), *Assistant Professor of Mathematics*, B.S., John Carroll University, M.S., John Carroll University, M.S., Villanova University, M.S., Ph.D., University of South Carolina.

William Henry Brantley (1966), *Professor of Physics and University Macebearer*, A.B., Mercer University, M.A., Ph.D., Vanderbilt University.

Gretchen Anna Braun (2010), *Associate Professor of English*, B.A., Boston University, M.A., Stanford University, Ph.D., University of California, Davis.

Meghan E. Breen (2019), *Assistant Professor of Chemistry*, B.S., Eastern Illinois University, Ph.D., University of Michigan.

Michael Lee Bressler (1993), *Professor of Politics and International Affairs*, B.A., Ohio State University, A.M., Ph.D., University of Michigan.

Terri Lynn Bright (1999), *Professor of Art*, B.A., Connecticut College, M.F.A., University of Texas.

Mark Ewart Britt (1995), *Professor of Music*, B.M.E., Appalachian State University, M.M., Northwestern University, Ph.D., Florida State University.

Nathan D. Brown (2016), *Associate Professor of Modern Languages and Literatures*, B.A., Furman University, M.A., Ph.D., University of Virginia.

Rhett Bennett Bryson, Jr. (1972), *Professor of Theatre Arts*, B.A., Florida State University, M.F.A., University of Georgia.

Karen L. Buchmueller (2003-05, 2007) *Associate Professor of Chemistry*, B.A., College of Wooster, Ph.D., University of North Carolina.

Amanda Rose. Burkholder (2022) *Assistant Professor of Psychology*, B.A., University of Minnesota Ph.D., University of Maryland.

Omar Carmenates (2008), *Charles Ezra Daniel Professor of Music*, B.M., University of Central Florida, M.M., University of North Texas, Ph.D., Florida State University.

Megan Elizabeth Carpenter (2022), *Visiting Assistant Professor of Education*, B.S.Ed., Loyola University, M.Ed., Ph.D., University of North Carolina at Charlotte.

Anna Lang Cass (2016), *Associate Professor of Health Sciences*, B.S., Furman University, M.P.H., University of Kentucky, Ph.D., University of South Carolina.

Jeremy Leeds Cass (2004), *Professor of Modern Languages and Literatures and Dean of the Faculty*, B.A., Furman University, M.A., Ph.D., University of Kentucky.

Anthony Caterisano (1984), *Professor of Health Sciences*, B.S., State University of New York, Brockport, M.A., Ph.D., University of Connecticut.

Margaret Pyfrom Caterisano (1986-97, 2004), *Professor of Theatre Arts*, B.A., Troy State University, M.F.A., University of Alabama.

Bryan Allen Catron (1997), *Lecturer of Computer Science*, B.A., Wake Forest University, M.C.S., University of Virginia. Part-time.

Srikripa Chandrasekaran (2017), *Associate Professor of Biology*, B.Sc., Mumbai University, M.Sc., Maharaja Sayajirao University, Ph.D., Louisiana State University.

Randall L. Childree (2008-09, 2011), *Associate Professor of Classics*, B.A., University of Alabama, M.A., Ph.D., University of Florida.

Erik Kristofer Ching (1998), *Walter Kenneth Mattison Professor of History and Interim Associate Provost for Engaged Learning*, B.A., Pacific Lutheran University, M.A., Ph.D., University of California, Santa Barbara.

Anastasia Christofakis (2020), *Assistant Professor of Music*, B.M., James Madison University, M.M., Roosevelt University, D.M., Florida State University.

Matthew Charles Cohen (2015), *Associate Professor of Earth, Environmental, and Sustainability Sciences*, B.A., Centre College, M.C.P., University of Cincinnati, M.S., Northern Arizona University, Ph.D., Arizona State University.

Nathaniel P.S. Cook (2008), *John D. Hollingsworth, Jr., Professor of Economics*, B.A., Denison University, M.A., Ph.D., Michigan State University.

Gustavo de Almeida Coelho (2022), *Instructor in Earth, Environmental and Sustainability Sciences*, B.S., Federal University of Santa Catarina, Florianópolis, M.S., University of São Paulo, Ph.D. candidate, George Mason University.

Teresa Nesbitt Cosby (2006), *Professor of Politics and International Affairs*, B.A., J.D., Howard University.

Shaniece R. Criss (2016), *Associate Professor of Health Sciences*, B.A., Oglethorpe University, M.P.H., Emory University, M.P.A., Sc.D., Harvard University.

Vaughn E. CroweTipton (2003), *Associate Professor of Religion and University Chaplain*, B.A., Mississippi College, M.Div., Southern Baptist Theological Seminary, Ph.D., Baylor University.

Anne Culberson (2007), *Lecturer of Modern Languages and Literatures*, B.S., Georgetown University, M.A., Brown University. Part-time.

Mary Elisabeth Daub (2018), *Assistant Professor of Chemistry*, B.A., Williams College, Ph.D., University of California, Irvine.

Caroline J. Davis (2019), *Lecturer of Theatre Arts*, B.A., Furman University, M.F.A., Texas Tech University. Part-time.

Elizabeth Davis (2014), *Professor of Business and Accounting*, B.B.A., Baylor University, Ph.D., Duke University.

Carolyn A. Day (2012), *Associate Professor of History*, B.A., B.S., Louisiana State University, M. Phil., University of Cambridge, Ph.D., Tulane University.

David Woehrle Deshler, Jr., *Instructor in Music*, B.M., University of Miami, M.M., Peabody Conservatory, D.M.A. candidate, Arizona State University.

Paige J. Dhyne (2019), *Assistant Librarian*, B.A., Grand Valley State University, M.A., University of Illinois.

Selena A. Dickey (2021), *Instructor of Communication Studies*, B.A., M.A., University of Colorado, M.A., San Francisco State University, Ph.D. candidate, University of Texas.

Matthew Dingledine (2019), *Lecturer of Music*, B.M., University of Miami. Part-time.

Benjamin Dobbs (2017), *Assistant Professor of Music*, B.A., University of Central Arkansas, M.M., Ph.D., University of North Texas.

Adi D. Dubash (2015), *Henry Keith and Ellen Hard Townes Associate Professor of Biology*, B.S., University of Texas, Ph.D., University of North Carolina.

Mahan L. Ellison (2022), *Associate Professor of Modern Languages and Literatures*, B.A., Furman University, Ph.D., University of Kentucky.

James Gary Engelhardt (2021), *Lecturer of English*, B.A., Wofford College, M.F.A., West Virginia University, Ph.D., University of Nebraska. Part-time.

Maria Carmela Epright (1999), *Professor of Philosophy*, B.A., St. Edward's University, M.A., Ph.D., Loyola University of Chicago.

Mary Elizabeth Fairbairn (1994), *Assistant Librarian*, A.B., Occidental College, M.L.I.S., University of South Carolina.

Alyson Beata Farzad-Phillips (2021), *Assistant Professor of Communication Studies*, B.A., University of Georgia, B.A., M. Ed., Vanderbilt University, M.A., Ph.D., University of Maryland.

Timothy Gene Fehler (1995), *William E. Leverette, Jr., Professor of History*, B.A., Baylor University, M.A., Ph.D., University of Wisconsin.

Matthew Shepard Feigenbaum (1996), *Professor of Health Sciences*, B.A., M.A., Furman University, Ph.D., University of Florida.

David C. Fink (2013), *Associate Professor of Religion*, B.A., University of Minnesota, M.Div., Trinity International University, Ph.D., Duke University.

Kylie Michelle Fisher (2021), *Assistant Professor of Art*, B.A., Smith College, M.A., The Courtauld Institute of Art, Ph.D., Case Western Reserve University.

David J. Fleming (2009), *Associate Professor of Politics and International Affairs*, B.A. University of Notre Dame, M.A., Ph.D., University of Wisconsin.

Veronica Lee Flores (2019), *Assistant Professor of Psychology*, B.S., University of California, San Diego, M.S., Ph.D., Brandeis University.

Bronwen Michelle Forbay (2021), *Visiting Associate Professor of Music*, B.M. University of KwaZulu-Natal, M.M., Manhattan School of Music, D.M.A., University of Cincinnati.

Alexander T. Francis-Ratte (2016), *Associate Professor of Asian Studies*, B.A., Williams College, M.A., Ph.D., Ohio State University.

Cleveland Robert Fraser (1983), *Professor of Politics and International Affairs*, B.A., University of Arizona, M.A., University of Toronto, Ph.D., Northwestern University.

Kelly Karinshak Frazier (2002), *Lecturer of Health Sciences*, B.S., James Madison University, M.A., Furman University. Part-time.

Linnea Ruth Freeman (2015), *Associate Professor of Biology*, B.S., University of Massachusetts, Ph.D., Medical University of South Carolina.

Grace Ellin Freundlich (2022), *Assistant Professor of Biology*, B.S. Dickson College, Ph.D., University of Louisville, Louisville, KY.

Sarah Frick (2009), *Professor of Mathematics*, B.S., College of Charleston, Ph.D., University of North Carolina.

Ronald Joseph Friis (1999), *Professor of Modern Languages and Literatures and On-Campus May Experience Faculty Coordinator*, B.A., Dickinson College, M.A. Ph.D., Pennsylvania State University.

Paula Susan Gabbert (1996), *Professor of Computer Science*, B.A., Goucher College, M.S., Ph.D., University of Virginia.

David Ignatius Gandolfo (2004-05, 2006), *Associate Professor of Philosophy*, B.S., Saint Joseph's University, M.A., Columbia University, M.A., Ph.D., Loyola University.

Yang Gao (2018), *Assistant Professor of Sociology*, B.A., Peking University, M.Phil., Chinese University of Hong Kong, Ph.D., Vanderbilt University.

Juan J. Garrido Pozú, *Assistant Professor of Modern Languages and Literatures*, B.Ed. Universidad Nacional Federico Villarreal, Lima, M.A., Auburn University, Ph.D. Rutgers University.

Virginia W. Gerde (2015), *John D. Hollingsworth, Jr., Professor of Business and Accounting*, B.S., Princeton University, M.E., University of Virginia, Ph.D. Virginia Polytechnic Institute and State University.

Claire Chipman Gilliland (2021), *Visiting Assistant Professor of Sociology*, B.A., Furman University, M.A., Ph.D., University of North Carolina.

William Gilliland, Jr. (2019), *Assistant Professor of Chemistry*, B.S., Davidson College, Ph.D., University of North Carolina.

Brian Christopher Goess (2006), *Professor of Chemistry*, B.S., University of Notre Dame, Ph.D., Harvard University.

Simón Gollo (2022), *Associate Professor of Music*, B.M., Universidad Pedagógica Experimental Libertador, Caracas, M.M., Universidad Simón Bolívar, Caracas.

Donald Lloyd Gordon (1969), *Professor of Politics and International Affairs and Executive Director of the Riley Institute*, B.A., University of South Florida, M.A., Ph.D., University of Florida.

Elizabeth R. Gordon (2002), *Lecturer of Chemistry*, B.S., Mississippi State University, M.S., Furman University. Part-time.

David Michael Gross (2001), *Professor of Music*, Artist's Diploma, Hochschule für Musik und Theater Hannover, M.M., Yale School of Music, Diploma in Piano Performance and Pedagogy, Hochschule für Musik München, D.M.A., University of Illinois.

Stephen Douglas Gusukuma (2022), *Judith S. and Bingham L. Vick, Jr., Visiting Assistant Professor of Music and Interim Director of Choral Activities*, B.M., M.M., Baylor University, D.M.A., University of Michigan.

James Lee Guth (1973), *William R. Kenan, Jr., Professor of Politics and International Affairs*, B.S., University of Wisconsin, Ph.D., Harvard University.

Geoffrey Habron (2017), *Professor of Earth, Environmental, and Sustainability Sciences*, B.A., University of Miami, M.S., Mississippi State University, Ph.D., Oregon State University.

Erin Rose Hahn (2005), *Professor of Psychology*, B.S., M.S., Ph.D., Carnegie Mellon University.

Nader Hakim (2019), *Assistant Professor of Psychology*, B.S., University of Michigan, M.A., Ph.D., University of Kansas.



Glen Arlen Halva-Neubauer (1988), *Dana Professor of Politics and International Affairs*, B.A., University of Iowa, Ph.D., University of Minnesota.

Vivian Lacy Hamilton (2005), *Lecturer of Music*, B.M., Furman University, M.M., New England Conservatory of Music, D.M.A., University of South Carolina. Part-time.

Kelsey C. Hample (2017), *Assistant Professor of Economics*, B.A., Illinois Wesleyan University, M.A., Ph.D., North Carolina State University.

Dennis Charles Haney (1996), *Professor of Biology*, B.A., University of California, San Diego, M.S., Oregon State University, Ph.D., University of Florida.

Timothy Wayne Hanks (1990), *Charles Ezra Daniel Professor of Chemistry*, B.S., South Dakota School of Mines and Technology, Ph.D., Montana State University.

Jason D. Hansen (2011), *Associate Professor of History*, B.A., Syracuse University, Ph.D., University of Illinois.

Pamela K. Hanson (2019), *Professor of Biology*, B.S., Rhodes College, Ph.D. Emory University.

John Michael Harris (2000), *Professor of Mathematics and Faculty Director, Cothran Center for Vocational Reflection*, B.S., Furman University, M.S., Ph.D., Emory University.

Lane J. Harris (2009), *Associate Professor of History*, B.A., Drake University, M.A., Washington University in Saint Louis, Ph.D., University of Illinois.

Casey Hawthorne (2016), *Assistant Professor of Mathematics*, B.S., Davidson College, M.S., University of New Hampshire, Ph.D., University of California, San Diego.

Christopher Andrew Healy (1999), *Professor of Computer Science*, B.S., M.S., Ph.D., Florida State University.

Harris McDonald Heath (1997), *Professor of Education*, B.A., Benedict College, M.A., New York University, Ph.D., Duke University.

Gregg A. Hecimovich (2018), *Professor of English*, B.A., University of North Carolina, M.A., Ph.D., Vanderbilt University.

Nelly J. Hecker (1979), *Professor of Education*, B.S., M.P.E., Springfield College, Ed.S., Ph.D., University of Georgia.

Timothy W. Helwig (2022), *Visiting Professor of English*, B.A., University of Tennessee at Chattanooga, M.F.A., Ph.D., University of Maryland.

Alan Scott Henderson (1998), *William R. Kenan, Jr., Professor of Education*, B.A., Florida State University, M.A., Johns Hopkins University, Ph.D., State University of New York at Buffalo.

Jessica Hennessey (2009), *Professor of Economics*, B.A., Carleton College, Ph.D., University of Maryland.

Darren Hudson Hick (2018), *Assistant Professor of Philosophy*, B.A., Trent University, M.Phil., University of Wales, Lampeter, Ph.D., University of Maryland.

David M. Hollis (2008), *Professor of Biology*, B.A., M.A., California State University, Fresno, Ph.D., University of Notre Dame.

Elizabeth W. Holt (2016), *Associate Professor of Health Sciences*, B.A., Duke University, M.P.H., Yale University, Ph.D., Tulane University.

Christopher L. Hopkins (2020), *Assistant Professor of Health Sciences*, B.S., M.S., Ph.D., Clemson University, D.P.T., Emory University.

Michelle Horhota (2008), *Professor of Psychology and Associate Dean for Mentoring and Advising*, B.S., University of Toronto, M.S., Ph.D., Georgia Institute of Technology.

Emma Hunt (2020), *Assistant Professor of Earth, Environmental, and Sustainability Sciences*, M.S., University of Keele, Ph.D., University of St. Andrews.

Randolph E. Hutchison (2011), *Associate Professor of Health Sciences*, B.S. Virginia Polytechnic Institute and State University, M.S., Ph.D., Clemson University.

Kevin Richmond Hutson (2002-03, 2006), *Professor of Mathematics*, B.A., Hendrix College, M.S., Ph.D., Clemson University.

Christopher Hutton (2003), *Professor of Music*, B.M., Boston University, M.M., D.M.A., Eastman School of Music.

Brandon M. Inabinet (2009), *Professor of Communication Studies*, B.A., Furman University, M.A., Ph.D., Northwestern University.

Lauren E. Jarocho (2019), *Assistant Professor of Chemistry*, B.A., Carleton College, Ph.D., University of North Carolina.

Michael E. Jennings (2017), *Professor of Education*, B.A., Hampton University, M.A., Ph.D., University of North Carolina.

Anna Barbrey Joiner (1997), *Visiting Associate Professor of Music*, B.M., Furman University, M.M., M.M.E., D.M., Florida State University.

Jason Cannon Jones (2008), *Professor of Economics*, B.S., Utah State University, Ph.D., University of North Carolina.

Nadia Kanagawa (2018), *James B. Duke Assistant Professor of History and Asian Studies*, B.A., Yale University, M.A., Ph.D., University of Southern California.

Kevin Roosevelt Kao (2021) *Assistant Professor of Art*, B.S., University of California, San Diego, M.F.A., University of Tennessee.

Mohammed Taha Kasim (2016), *Robert E. Hughes Assistant Professor of Economics*, B.A., University of Minnesota, Duluth, Ph.D., Georgia State University.

Katherine Palmer Kaup (1997), *James B. Duke Professor of Asian Studies and Politics and International Affairs*, A.B., Princeton University, M.A., Ph.D., University of Virginia.

Tuğce Kayaal (2021), *Assistant Professor of History*, B.A., Marmara University, M.A., Sabanci University, M.A., Ph.D., University of Michigan.

Carmen Sofia Kearns (1994), *Professor of Modern Languages and Literatures*, B.A., Universidad Industrial de Santander, M.A., Ph.D., University of Illinois.

Katherine A. Kelly (2012), *Associate Professor of Education*, B.A., State University of New York, Cortland, M.A., Ph.D., University of North Carolina, Charlotte.

Kailash Khandke (1995), *Frederick W. Symmes Professor of Economics*, B.A., University of Bombay, M.A., Ph.D., University of California, Davis.

Eunice S. Kim (2018), *Assistant Professor of Classics*, B.A., Brown University, M.A., Ph.D., University of Washington.

Cynthia P. King (2006), *Professor of Communication Studies and Associate Dean for Diversity, Equity, and Inclusive Excellence*, B.S., M.A., Auburn University, Ph.D., University of Maryland.

Lisa Irene Knight (2004), *Alva and Beatrice Bradley Professor of Religion and Asian Studies*, B.A., Oberlin College, M.A., Ph.D., Syracuse University.

Stephanie M. Knouse (2009), *Associate Professor of Modern Languages and Literatures*, B.A. Towson University, M.A., Middlebury College, Ph.D., University of Florida.

Grant Whitfield Knox (2013), *Associate Professor of Music*, B.M., M.M., Eastman School of Music, D.M.A., Northwestern University.

Kenneth H. Kolb (2008), *Professor of Sociology*, B.A., Bates College, M.A., Ph.D., University of North Carolina.

Emily Claire Krauter (2020), *Assistant Professor of Modern Languages and Literatures*, B.A., Indiana University, M.A., University of Mississippi, Ph.D., University of Texas.

Harry Kuoshu (2005), *Herring Professor of Asian Studies*, B.A., Beijing Foreign Studies University, M.A., University of Massachusetts, Boston, M.A., Ph.D., Cornell University.

Janet D. Kwami (2009), *Associate Professor of Communication Studies*, B.A., Kwame Nkrumah University of Science and Technology, M. Phil., University of Ghana, Ph.D., University of Oregon.

Robert A. L'Arrivee (2020), *Assistant Professor of Politics and International Affairs*, B.A., University of Winnipeg, M.A., Ph.D., University of Notre Dame.

Angeli Leal (2014), *Lecturer of Modern Languages and Literatures*, B.A., Barnard College, M.A., University of Virginia. Part-time.

Richard Letteri (1989), *Professor of Communication Studies*, B.A., Edinboro University of Pennsylvania, M.A., Ph.D., Ohio University.

Camille Kaminski Lewis (2019), *Assistant Professor of Communication Studies*, B.A., M.A., Bob Jones University, Ph.D., Indiana University Bloomington.

Gregory Paul Lewis (2000), *Professor of Biology*, B.S., Furman University, Ph.D., Cornell University.

Thomas Michael Lewis (1991), *Professor of Mathematics*, B.A., Marquette University, Ph.D., University of Wisconsin.

Min-Ken Liao (2000), William R. Kenan, Jr., *Professor of Biology*, B.S., National Taiwan University, M.S., Ph.D., University of Illinois.

George Burke Lipscomb (2002), *Professor of Education*, B.A., Davidson College, M.A., Wake Forest University, Ph.D., University of Florida.

Kyle C. Longest (2009), *Professor of Sociology and Associate Academic Dean*, B.A., Indiana University, Ph.D., University of North Carolina.

Angélica María Lozano-Alonso (2001), *Professor of Modern Languages and Literatures and Faculty Director of the Office for Innovation and Entrepreneurship*, B.A., University of Colorado, Ph.D., Cornell University.

Megan Lyons, (2022), *Assistant Professor of Music*, B.M., University of Delaware, M.A., City University of New York Hunter College, Ph.D., University of Connecticut.

Kristy Maher (1993), *Professor of Sociology*, B.A., St. Michael's College, M.A., M.Phil., Ph.D., Yale University.

Jeffrey M. Makala (2015), *Librarian and University Archivist*, B.A., Colgate University, M.L.I.S., University of Illinois, M.A., Trinity College, Ph.D., University of South Carolina.

Akan Malici (2005), *Professor of Politics and International Affairs*, B.A., University of Tuebingen, Germany, M.A., Ph.D., Arizona State University.

Gary Jay Malvern (1983-88, 1989), *Professor of Music*, B.M., Oberlin College Conservatory, M.M., M.M.A., D.M.A., Yale University School of Music.

Lourdes Manyé (1993-94, 1995), *Professor of Modern Languages and Literatures*, Licenciatura (B.A.), Universidad Autónoma de Barcelona, M.A., Ph.D., University of South Carolina.

Nashieli Marcano (2021), *Visiting Assistant Librarian*, B.S., B.A., University of Central Florida, M.S., Florida State University, M.A., Bowling Green State University, Ph.D., University of Pittsburgh.

Adrián Pablo Massei (2000), *Associate Professor of Modern Languages and Literatures*, Licenciatura en Comunicación Social, Universidad Nacional de Córdoba, M.A., Ph.D., University of Iowa.

Michael R. May (2019), *Associate Professor of Art*, B.F.A., Ball State University, M.F.A., Miami University.

John A. McArthur III (2018), *Professor of Communication Studies and Interim Associate Provost for Graduate Program Initiatives*, B.S., Furman University, M.Ed., University of South Carolina, Ph.D., Clemson University.

William David Ross McClain (1999), *Professor of Art*, B.A., Western Kentucky University, M.A., M.F.A., University of Iowa.

Marion Edward McHugh III (2010), *Associate Professor of Business and Accounting*, B.A., California State University, San Bernardino, M.B.A., University of California, Irvine, Ph.D., University of Arkansas.

Melinda Jill Menzer (1996), *Professor of English*, B.A., Williams College, M.A., Ph.D., University of Texas.

Joseph J. Merry (2015), *Associate Professor of Sociology*, B.A., John Carroll University, M.A., Ph.D., Ohio State University.

Victoria Rose Montrose (2022), *Assistant Professor of Asian Studies and Religion*, B.A., University of California, San Diego, M.A., Institute of Buddhist Studies, Ph.D. University of Southern California.

Jeffrey A. Michno (2017), *Assistant Professor of Modern Languages and Literatures*, B.A., B.S., College of Charleston, M.A., Ph.D., University of Texas.

Christian R. Millichap (2018), *Associate Professor of Mathematics*, B.S., Dickinson College, Ph.D., Temple University.

Caroline Curry Mills (2008), *Librarian and Director of Libraries*, B.A., Wofford College, M.I.L.S., University of South Carolina, Ph.D., Clemson University.

David Allen Moffett (1999), *Professor of Physics*, B.S., M.S., North Carolina State University, Ph.D., New Mexico Institute of Mining and Technology.

Ashley B. Morris (2019), *Professor of Biology*, B.S., University of the South, Sewanee, M.S., University of Tennessee, Ph.D., University of Florida.

Laura Leigh Morris (2015), *Associate Professor of English*, B.A., Carnegie Mellon University, M.F.A., West Virginia University, Ph.D., Texas A&M University.

Michael Scott Murr (1998), *Associate Professor of Health Sciences*, B.A., Furman University, M.S., Slippery Rock State University, Ed.D., University of Georgia.

Suresh Muthukrishnan (2002), *Professor of Earth, Environmental, and Sustainability Sciences*, B.S., Anna University, India, M.S., M.Tech., Indian Institute of Technology, Bombay, Ph.D., Purdue University.

Savita Nair (2003), *Professor of History and Asian Studies*, B.S., Carnegie Mellon University, M.A., Ph.D., University of Pennsylvania.

Brent Franklin Nelsen (1989), *Professor of Politics and International Affairs*, B.A., Wheaton College, M.A., Ph.D., University of Wisconsin.

Margaret Jane Oakes (1996), *Professor of English*, B.A., J.D., University of Illinois, M.A., Northwestern University, Ph.D., Stanford University.

Matthew William Olson (2002), *Charles Ezra Daniel Professor of Music*, B.M., M.M., Northwestern University, D.M.A., University of Illinois.

Stephen O'Neill (1987), *Professor of History*, B.A., Furman University, M.A., Ph.D., University of Virginia.

Jay Edward Oney (1996), *Professor of Theatre Arts*, B.A., Furman University, M.A., Pennsylvania State University, Ph.D., Ohio State University.

Buket Oztas (2017), *Assistant Professor of Politics and International Affairs*, B.S., Binghamton University, B.A., Bilkent University, Ph.D., University of Florida.

- Chiara Palladino (2018), *Assistant Professor of Classics*, B.A., M.A., Ph.D., Università degli Studi di Bari.
- Derek Jacob Parsons (1988), *Professor of Music*, B.M., University of Western Ontario, M.M., D.M.A., University of Michigan.
- Frances Willard Pate (1964), *Professor of English*, B.A., Ph.D., Emory University, M.A., Vanderbilt University.
- Brian Timothy Patrick (1992), *Professor of Health Sciences*, B.S., Furman University, M.S., Ph.D., University of Illinois.
- Travis William Perry (2000), *Professor of Biology*, B.S., Furman University, Ph.D., University of New Mexico.
- Kenneth Dean Peterson, Jr. (1990), *Professor of Economics and Dean of Faculty and Provost Emeritus*, B.S., Iowa State University, M.A., Ph.D., State University of New York, Stony Brook.
- Jeffrey Thomas Petty (1995), *Professor of Chemistry*, B.S., Furman University, Ph.D., University of California.
- Holly Anthony Pinheiro, Jr. (2021) *Assistant Professor of History*, B.A., University of Central Florida, M.A., Ph.D., University of Iowa.
- Beth Anne Pontari (2001), *Professor of Psychology*, B.A., Colgate University, M.S., Ph.D., University of Florida.
- Craig P. Price (2019), *Lecturer of Music*, B.M., Furman University, M.M., Manhattan School of Music, D.M.A., University of South Carolina. Part-time.
- Vernon L. Prosser (2019), *Clinical Faculty in Education*, B.S., Ph.D., Clemson University, M.S., University of South Carolina.
- Jeanne Provost (2011), *Associate Professor of English*, B. A. Carleton College, M.A. University of Kentucky, Ph.D. University of California, Santa Barbara.
- Adam L. Putnam (2018), *Assistant Professor of Psychology*, B.A., Earlham College, M.A., Ph.D., Washington University.
- John E. Quinn (2012), *Associate Professor of Biology*, B.A., B.S., Drake University, M.S., University of Louisiana, Monroe, Ph.D., University of Nebraska.
- Santiago M. Quintero (2018), *Assistant Professor of Modern Languages and Literatures*, B.A., Universidad de los Andes, M.A., Vanderbilt University, Ph.D., University of Notre Dame.
- Nicholas Frederick Radel (1986), *Professor of English*, B.A., University of Cincinnati, M.A., Ph.D., Indiana University.
- Melissa Lanea Ranhofer (2021), *Lecturer of Earth, Environmental, and Sustainability Sciences*, B.S., M.S., Ph.D., University of South Carolina. Part-time.
- Ilka Rasch (2007), *Associate Professor of Modern Languages and Literatures*, Zwischenprüfung, University of Kiel, M.A., University of Utah, Ph.D., University of Michigan.

Jason Rawlings (2010), *Associate Professor of Biology*, B.S., Furman University, Ph.D., University of Kentucky.

Julian Albert Reed (2002), *Professor of Health Sciences*, B.A., Hobart and William Smith Colleges, M.S.Ed., University of Miami, Ph.D., University of Northern Colorado.

Onarae Vashun Rice (2006), *Professor of Psychology*, B.S., Wofford College, M.A., Ph.D., State University of New York, Stony Brook.

Adam S. Richards (2020), *Associate Professor of Communication Studies*, B.A., Wake Forest University, M.A., University of Montana, Ph.D., University of Maryland.

Maria R. Rippon (2005), *Associate Professor of Modern Languages and Literatures*, B.A., Mount Saint Mary's College, Ph.D., University of North Carolina.

Alison M. Roark (2012), *Herman N. Hipp Associate Professor of Biology*, B.S., University of Virginia, Ph.D., University of Florida.

Sandra Goldsmith Roberson (1999), *Professor of Business and Accounting*, B.A., B.S., Fairmont State College, M.A., West Virginia University.

Kaniqua Lashea Robinson (2021) *Assistant Professor of Anthropology*, B.A., M.A., Georgia State University, Ph.D., University of South Florida.

Mara E. Robu (2018), *Visiting Assistant Professor of Biology*, B.S., M.S., University of Bucharest, Romania, Ph.D., University of Wisconsin.

Eunice Rojas (2018), *Herman N. Hipp Associate Professor of Modern Languages and Literatures*, B.A., Emory University, M.A., University of Georgia, J.D., University of Puerto Rico, Ph.D., University of Virginia.

Carole Salmon (2021) *Professor of Modern Languages and Literatures*, B.A., M.A., Université de la Sorbonne Nouvelle (Paris III), Ph.D., Louisiana State University.

Scott David Salzman (1998), *Associate Librarian*, B.S., State University of New York at Cortland, M.A., New York University, M.L.S., University of Arizona.

Sue Samuels (2019), *Professor of Music*, B.M., Furman University, M.M., Georgia State University, Ph.D., Auburn University.

Jessica Sauve-Syed (2018), *Robert E. Hughes Assistant Professor of Economics*, B.A., Ph.D., Syracuse University.

George C. Shields (2016), *Professor of Chemistry*, B.S., M.S., Ph.D., Georgia Institute of Technology.

Barbara Adaline Siefert (2014), *Associate Professor of Education*, B.A., Clemson University, M.Ed., Converse College, Ph.D., University of North Carolina, Charlotte.

J. Aaron Simmons (2011), *Professor of Philosophy*, B.A., Lee University, M.A., Florida State University, M.A., Ph.D., Vanderbilt University.

Meghan Margaret Slining (2013), *Associate Professor of Health Sciences*, B.A., Western Washington University, M.S., M.P.H, Tufts University, Ph.D., University of North Carolina.

Nancy Sloan (1996), *Assistant Librarian*, B.A., Otterbein College, M.L.S., University of Pittsburgh.

Elizabeth Sue Smith (1998), *Professor of Politics and International Affairs*, B.A., University of North Carolina, Ph.D., University of Minnesota.

Roger A. Sneed (2007), *Professor of Religion and Faculty Council Chair*, B.A., M.A., University of Tulsa, M.Div., Emory University, Ph.D., Vanderbilt University.

Benjamin J. Snyder (2017), *Associate Professor of Health Sciences*, B.S., Furman University, M.S., University of Arizona, Ph.D., Ohio University.

Eric J. Sobolewski (2016), *Associate Professor of Health Sciences*, B.S., M.S., Utah State University, M.B.A., Weber State University, Ph.D., University of North Carolina.

Michele Speitz (2012), *Associate Professor of English and Director of the Furman Humanities Center*, B.A., California Polytechnic State University, San Luis Obispo, M.A. University of California, Santa Cruz, Ph.D., University of Colorado.

Greg Gardner Springsteen (2006), *Professor of Chemistry*, B.A., University of Virginia, Ph.D., North Carolina State University.

Grace Stadnyk (2019), *Assistant Professor of Mathematics*, B.A., Hamilton College, M.S., Ph.D., North Carolina State.

Cinnamon Ashley Stetler (2006), *Professor of Psychology*, B.A., Wellesley College, M.A., Washington University in Saint Louis, Ph.D., University of British Columbia.

Mark Alan Stone (1997), *Professor of Philosophy*, B.A., Furman University, M.A., Ph.D., Vanderbilt University.

Jeanine P. Stratton (2005), *Associate Professor of Business and Accounting*, B.S., Western Michigan University, M.S., Ph.D., Florida State University.

Marian Elizabeth Strobel (1981), *William Montgomery Burnett Professor of History*, B.A., Mount Holyoke College, M.A., Ph.D., Duke University.

Judy Lytell Stuart (1999), *Associate Professor of Education*, B.A., Louisiana Tech University, M.Ed., Ph.D., University of New Orleans.

Claude Norris Stulting, Jr. (1993), *Associate Professor of Religion*, B.A., University of Virginia, M. Div., Duke University, Ph.D., University of Virginia. Part-time.

Syed Fahad Sultan (2022), *Assistant Professor of Computer Science*, B.S., National University of Computer and Emerging Sciences, Lahore, M.S., Ph.D., Stony Brook University.

Suzanne Burger Summers (1999), *James C. Self Professor of Business and Accounting*, B.S., University of South Carolina, M.A., Ph.D., University of Georgia.



Geraldine Poppke Suter (2022), *Visiting Assistant Professor of Modern Languages and Literatures*, B.A., Bridgewater College, M.A., James Madison University, M.A., Ph.D., University of Virginia.

Michael Thomas Svec (1998), *Professor of Education*, B.S., University of Illinois, Ph.D., Indiana University.

Andrea Tartaro (2011), *Associate Professor of Computer Science*, B.A., Brown University, M.A., Columbia University, Ph.D., Northwestern University.

Alfons Hermann Teipen (1997), *Professor of Religion*, Vordiplom, Universität, Tübingen, M.A., Ph.D., Temple University.

Joni Tevis (2008), *Bennette E. Geer Professor of English*, B.A., Florida State University, M.F.A., Ph.D., University of Houston.

Natalie S. The (2011), *Associate Professor of Health Sciences*, B.S., Furman University, M.P.H., Emory University, Ph.D., University of North Carolina.

Paul Lee Thomas II (2002), *Professor of Education*, B.A., M.Ed., Ed.D., University of South Carolina.

Izumi Tokunaga (1999-2001, 02-03, 2007) *Visiting Instructor of Asian Studies*, B.A., Seinan Gakuin University, M.A., University of Illinois.

Courtney L. Tollison (2005), *Distinguished University Public Historian and Scholar*, B.A., Furman University, M.A., Ph.D., University of South Carolina.

Charles Boyd Tompkins (1986), *Professor of Music*, B.M., D.M.A., Eastman School of Music, M.M., University of Michigan.

Alison Trainer (2017), *Assistant Professor of Music*, B.S. Indiana University, M.M., University of Cincinnati, D.M.A., State University of New York, Stony Brook.

Kevin Siegfried Treu (1992), *Herman N. Hipp Professor of Computer Science*, B.S., Allegheny College, M.S., Ph.D., University of Virginia.

Victoria Lynn Turgeon (1998), *Professor of Biology and Director of Master of Science in Community Engaged Medicine*, B.A., Randolph-Macon Woman's College, Ph.D., Wake Forest University.

Helen Lee Turner (1981-82, 1983), *Reuben B. Pitts Professor of Religion*, B.A., Wake Forest University, M.Div., D.Min., Vanderbilt University, Ph.D., University of Virginia.

James David Turner (1979), *Professor of Physics*, B.S., Wake Forest University, Ph.D., Duke University.

Randall Allan Umstead (2021), *Gordon and Sarah Herring Professor of Music*, B.M., M.M., D.M.A., University of Cincinnati.

Robert Lee Underwood (2006), *Professor of Business and Accounting*, B.S., M.B.A., University of Alabama, Ph.D., Virginia Polytechnic Institute and State University.

Christain Danielle Vinson (1995), *Professor of Politics and International Affairs*, B.A., Furman University, M.A., Ph.D., Duke University.

Shameera A. Virani (2019), *Clinical Faculty in Education*, B.A., M.A., Furman University.

Paul Stephen Wagenknecht (2003), *Professor of Chemistry*, B.S., Furman University, Ph.D., Stanford University.

Erin Wamsley (2014), *Herman N. Hipp Associate Professor of Psychology*, B.A., Guilford College, Ph.D., City University of New York.

Dake Wang (2007), *Professor of Physics*, B.S., Sichuan University, M.S., Ph.D., Auburn University.

Timothy Wardle (2012), *Dorothy and B.H. Peace, Jr., Associate Professor of Religion*, B.A., Wheaton College, M.A., Hebrew University of Jerusalem, Ph.D., Duke University.

John Fleetwood Wheeler (1991), *Professor of Chemistry and Associate Provost for Integrative Science*, B.S., Georgetown College, Ph.D., University of Cincinnati.

Sandra Kay Wheeler (1992), *Senior Research Associate and Lecturer of Chemistry*, B.A., Ph.D., University of Cincinnati. Part-time.

Claire Elizabeth Whitlinger (2015), *Associate Professor of Sociology*, B.A., George Washington University, M.S., Ph.D., University of Michigan.

MAJ Sarah Michelle Whitten (2021), *Professor of Military Science*, B.S., Embry-Riddle Aeronautical University, M.A., Georgetown University.

Judith C. Williams (2021), *Assistant Professor of Anthropology*, A.S., Johnson & Wales University, B.S., M.S., M.A., Ph.D., Florida International University.

Andrew C. Womack (2020), *Assistant Professor of Asian Studies*, B.A., The College of Wooster, M.A., University of London, Ph.D., Yale University

Mark Richard Woodard (1989), *Professor of Mathematics*, B.S., Indiana University of Pennsylvania, M.A., Ph.D., Indiana University.

Daniel J. Worden (2016), *Assistant Professor of Modern Languages and Literatures*, B.A., M.A., University of Oregon, M.A., Ph.D., Princeton University.

Sarah Elizabeth Worth (1999), *Professor of Philosophy and Faculty Development Center Fellow*, B.A., Furman University, M.A., University of Louisville, Ph.D., State University of New York at Buffalo.

Wade Bolton Worthen (1988), *Rose J. Forgione Professor of Biology*, B.S., Bucknell University, M.S., Ph.D., Rutgers University.

Laura Lee Wright (1983), *Professor of Chemistry*, B.S., California State University, Dominguez Hills, M.S., Ph.D., University of California, Riverside.

Mai Nou Xiong-Gum (2020), *Assistant Professor of Communication Studies*, B.A., University of North Carolina, Asheville, M.A., Western Carolina University, Ph.D., North Carolina State University.

Shusuke Yagi (1989), *Professor of Asian Studies*, B.A., International Christian University, M.A., Ph.D., University of Washington.

Jeffrey Jon Yankow (1999), *David C. Garrett, Jr., Professor of Economics*, B.A., Wilkes University, M.A., Ph.D., Ohio State University.

Yee Yau (2022), *Visiting Assistant Professor of Mathematics*, B.S., University of Mount Olive, B.S., Ph.D., University of Sydney.

Edward Yazijian (2008-2014, 2015), *Lecturer of Asian Studies and Religion*, B.A., Syracuse University, A.M., Ph.D., University of Chicago. Part-time.

Elizabeth Christopher Young (2000), *Assistant Librarian*, B.S., Barrington College, M.L.S., University of Rhode Island.

Dongming Zhang (2008), *James B. Duke Associate Professor of Asian Studies*, B.A., Peking University, M.A., University of Colorado, Ph.D., Cornell University.

Aaron A. Zubia (2020), *Post-Doctoral Fellow in Politics and International Affairs*, B.B.A, University of Texas at El Paso, M.Div., Princeton Theological Seminary, M.A., M. Phil, Ph.D., Columbia University.

## Emeriti

David Emory Shi (1994-2010), *President Emeritus*, B.A., Furman University, M.A., Ph.D., University of Virginia.

William Hale Aarnes (1981-2016), *Professor of English Emeritus*, B.A., Oberlin College, M.A., Catholic University, M.A., Ph.D., Johns Hopkins University.

Kenneth Clyde Abernethy (1983-2014), *Herman N. Hipp Professor of Computer Science Emeritus*, B.S., University of North Carolina, Charlotte, M.A., Ph.D., Duke University.

Donald Paul Aiesi (1965-67, 1970-2018), *Professor of Politics and International Affairs Emeritus*, B.A., Stetson University, J.D., Duke University, M.A., Emory University, Ph.D., University of Florida.

Charles Lang Alford III (1971-2003), *James C. Self Professor of Business Administration Emeritus*, B.A., Wofford College, Ph.D., University of Alabama.

Gilbert Bruce Allen (1977-2015), *Bennette E. Geer Professor of Literature Emeritus*, B.A., M.F.A., Ph.D., Cornell University.

James Thomas Allen, Jr. (1987-2018), *Professor of Computer Science Emeritus*, B.A., M.A., Memphis State University, M.S., University of South Carolina, Ph.D., University of Georgia.

William Glen Allen (1987-2022), *Professor of Modern Languages and Literatures Emeritus*, B.A., Wake Forest University, M.A., Ph.D., University of North Carolina.

John Stevenson Armstrong (2002-2020), *Associate Professor of Communication Studies Emeritus*, B.A., Pomona College, M.A., University of California, Ph.D., University of Utah.

Robert Ellsworth Arnold (1988-2000), *Associate Professor of Economics and Business Administration Emeritus*, B.S., Miami University, M.A., Gannon University.

Judith Gatlin Bainbridge (1976-2007), *Professor of English Emerita*, B.A., Mary Washington College, M.A., Ph.D., University of Iowa.

Janis Marie Bandelin (1996-2019), *Librarian Emerita*, B.A., University of California, Davis, M.L.S., Ph.D., Texas Woman's University.

John Dean Batson (1982-2018), *Professor of Psychology Emeritus*, B.A., Furman University, M.A., Ph.D., University of Virginia.

John Stephen Beckford (1976-2019), *Professor of Music Emeritus*, B.M., M.F.A., D.M.A., University of Iowa.

Theodore Lloyd Benson (1990-2021), *Walter Kenneth Mattison Professor of History Emeritus*, A.A., Empire State College, B.A., M.A., Ph.D., University of Virginia.

Albert Lemuel Blackwell (1971-2004), *Reuben B. Pitts Professor of Religion Emeritus*, B.S., Massachusetts Institute of Technology, B.D., Harvard Divinity School, Ph.D., Harvard University.

William Dennis Blaker (1990-2015), *Professor of Biology Emeritus*, A.B., Washington University in Saint Louis, Ph.D., University of Missouri.

Doris Alexander Blazer (1970-1995), *Associate Professor of Education Emerita*, B.A., University of North Carolina, M.A., Furman University, Ph.D., University of South Carolina.

John Martin Block (1968-2005), *Professor of History Emeritus*, B.A. Furman University, M.A., Ph.D., University of Wisconsin.

Daniel Boda (1967-1994), *Professor of Music Emeritus*, B.M., Florida State University, M.M., Eastman School of Music, Ph.D., Florida State University.

David Herbert Bost (1981-2018), *Carey Shepard Crantford Professor of Modern Languages and Literatures Emeritus*, B.A., University of North Carolina, Charlotte, M.A., Ph.D., Vanderbilt University.

Samuel Irving Britt (1992-2022), *Gordon Poteat Professor of Asian Studies and Religion Emeritus*, B.A., Furman University, M.Div., Southeastern Baptist Theological Seminary, Th.M., Harvard Divinity School, Ph.D., University of Virginia.

Michael Richard Brodeur (2003-2020), *Associate Professor of Art Emeritus*, B.A., University of New Hampshire, M.F.A., Boston University.

Bruce Lynn Brown (1984-2017), *Professor of Economics Emeritus*, B.A., M.S., Baylor University, Ph.D., University of South Carolina.

Robert Edward Chance (1988-2021), *Professor of Art Emeritus*, B.F.A., University of Hawaii, M.F.A., Virginia Commonwealth University.

Charles Maurice Cherry (1969-1971, 1974-2013), *Carey Shepard Crantford Professor of Modern Languages and Literatures Emeritus*, B.A., Furman University, M.A., University of South Carolina, Ph.D., Northwestern University.

Robert Carl Chesebro (1965-2015), *Charles Ezra Daniel Professor of Music Emeritus*, B.S., Wisconsin State University, M.M., D.M., Indiana University.

Jane Scofield Chew (1980-2014), *Professor of Modern Languages and Literatures Emerita*, B.A., Queens College, M.A., Ph.D., Pennsylvania State University.

John Glenwood Clayton (1972-2004), *Librarian Emeritus*, B.A., Wake Forest University, M.L., University of South Carolina, B.D., Ph.D., Southern Baptist Theological Seminary.

Carl Thomas Cloer, Jr. (1974-2004), *Professor of Education Emeritus*, B.S.Ed., Cumberland College, M.Ed., Clemson University, Ph.D., University of South Carolina.

Paul Martin Cook II (1976-2019), *Professor of Mathematics Emeritus*, B.S., M.S., University of Mississippi, Ph.D., Florida State University.

James Dan Cover (1971-2002), *Professor of Sociology Emeritus*, B.A., California State University at Long Beach, M.A., California State University at Los Angeles, Ph.D., University of Cincinnati.

Jerry Lynn Cox (1976-2018), *Professor of Modern Languages and Literatures Emeritus*, B.A. Wichita State University, M.A., University of Colorado, M.S., Ph.D., Indiana University.

Stanley John Hutchison Crowe (1974-2012), *Professor of English Emeritus*, M.A., University of Edinburgh, Ph.D., Washington University in Saint Louis.

Dixon Courson Cunningham (1976-2002), *Professor of Economics and Business Administration Emeritus*, B.A., Erskine College, M.B.A., University of South Carolina, D.B.A., University of Virginia.

Douglas Matthew Cummins (1997-2010), *Professor of Theatre Arts Emeritus*, B.M.Ed., M.F.A., M.Div., Texas Christian University, Ph.D., Texas Tech University.

Frederick Dale Current (1979-1999), *Associate Professor of Economics and Business Administration Emeritus*, B.A., Franklin and Marshall College, M.B.A., Michigan State University.

Susan Smart D'Amato (1983-2021), *Professor of Physics Emerita*, B.S., Furman University, M.S., Ph.D., University of South Carolina.

Lorraine Catherine DeJong (1995-2022), *Associate Professor of Education Emerita*, B.A., M.A., Cornell University, Ph.D., Florida State University.

Charles Arthur DeLancey (1981-2020), *Associate Professor of Communication Studies Emeritus*, B.A., Butler University, M.A., University of Georgia, Ph.D., University of Illinois.

Gilles Olivier Jean-Pierre Einstein (1977-2019), *William M. Kenan, Jr.*, Professor of Psychology Emeritus, B.A., Lafayette College, M.A., Ph.D., University of Colorado.

Philip Lovin Elliott (1967-1999), *Professor of English Emeritus*, B.A., Furman University, M.A., University of North Carolina, Ph.D., University of Georgia.

Hugh Ferguson Floyd (2010-2022), *Judith S. and Bingham L. Vick, Jr.*, Professor of Music Emeritus, B.M., Furman University, M.M., Eastman School of Music, D.M.A., University of Michigan.

Robert Dutton Fray (1971-2018), *Professor of Mathematics Emeritus*, B.S., Roanoke College, Ph.D., Duke University.

Trudy Hines Fuller (1983-2013), *Professor of Music Emerita*, B.A., M.A., University of North Colorado, D.M.A., University of Arizona.

John Michael Garihan (1979-2016), *Professor of Earth and Environmental Sciences Emeritus*, B.A., Franklin and Marshall College, Ph.D., Pennsylvania State University.

Francis Courtland Raoul Gilmour (1981-1996), *Associate Professor of Drama Emeritus*, B.A., Ed.M., Harvard University, Ph.D., Loyola University, M.F.A., Ohio University.

Angela C. Halfacre (2008-2019), *Professor of Earth and Environmental Sciences and Politics and International Affairs Emerita*, B.A., Furman University, M.A., Ph.D., University of Florida.

Gary Reeves Harris (1969-1999), *Professor of Education Emeritus*, B.A., M.Ed., Ph.D., University of North Carolina.

Hazel Wiggins Harris (1969-2005), *Professor of Education Emerita*, A.B., Meredith College, M.A.T., Ed.D., Duke University.

Leslie Wayne Hicken (1993-2019), *Charles E. Daniel Professor of Music Emeritus*, B.A., Eastman School of Music, M.A., Columbia University, Ph.D., Indiana University.

Philip George Hill (1964-1998), *Professor of Drama Emeritus*, B.A., University of Florida, M.A., University of North Carolina, Ph.D., Tulane University.

Mary Jean Horney (1979-2014), *Frederick W. Symmes Professor of Economics Emerita*, B.A., Agnes Scott College, M.A., Ph.D., Duke University.

Archie Vernon Huff, Jr. (1968-2003), *Professor of History Emeritus*, B.A., Wofford College, M.Div., Yale University, M.A., Ph.D., Duke University, D.Hum., Furman University.

James William Johnson (1957-1994), *Associate Professor of Economics and Business Administration Emeritus*, B.S., University of Tampa, M.B.A., Emory University.

Thomas Witherington Joiner (1994-2020), *Professor of Music Emeritus*, B.M., Furman University, M.C.M., Southern Baptist Theological Seminary, D.M., Florida State University.

Noel Andrew Patrick Kane-Maguire (1973-2011), *Professor of Chemistry Emeritus*, B.S., B.S. Honours, Ph.D., University of Queensland, Australia.

Kirk R. Karwan (2005-2017), *John D. Hollingsworth, Jr., Professor of International Business Emeritus*, B.E.S., M.S.E., Johns Hopkins University, Ph.D., Carnegie Mellon University.

Mark Frode Kilstofte (1992-2021), *Professor Emeritus of Music*, B.M., St. Olaf College, M.M., D.M.A., University of Michigan.

Joe Madison King (1953-1988), *Professor of Religion Emeritus*, B.A., Louisiana Technical University, B.D., Southern Baptist Theological Seminary, Th.M., Th.D., New Orleans Baptist Theological Seminary.

Lon Bishop Knight, Jr. (1971-2019), *Charles Ezra Daniel Professor of Chemistry Emeritus*, B.S., Mercer University, Ph.D., University of Florida.

Paul Gregory Kooistra (1986-2019), *Professor of Sociology Emeritus*, B.A., Furman University, M.A., Ph.D., University of Virginia.

Daniel Martin Koppelman (1996-2020), *Professor of Music Emeritus*, B.M., San Francisco State University, M.M., Indiana University, Ph.D., University of California, San Diego.

Ramon Kyser (1971-1995), *Professor of Music Emeritus*, B.A., M.M., Westminster Choir College, D.M.A., Peabody Conservatory of Music.

William John Lavery (1968-2006), *Professor of History Emeritus*, A.B., DePauw University, M.A., Ph.D., University of North Carolina.

James Berry Leavell (1974-2006), *Herring Professor of Asian Studies and History Emeritus*, B.A., M.A., Baylor University, Ph.D., Duke University.

Anne Leen (1981-2018), *Professor of Classics Emerita*, B.A., Smith College, Ph.D., University of Cincinnati.

Jane Miller Love (2001-2018), *Associate Professor of English Emerita*, B.A., M.A., Vanderbilt University, Ph.D., University of Florida.

Douglas Malcolm MacDonald (1970-1999), *Professor of Philosophy Emeritus*, A.B., College of William & Mary, M.A., University of New Mexico, M.A., Ph.D., Vanderbilt University.

Cherie Cannon Maiden (1983-2021), *Lois Aileen Coggins Professor of Modern Languages and Literatures Emerita*, A.B., M.A., Washington University in Saint Louis, Ph.D., University of Illinois.

William Duncan McArthur, Jr. (1971-2007), *Professor of English Emeritus*, B.A., University of the South, M.A., Ph.D., University of North Carolina.

Ruby Norris Morgan (1968-2018), *Professor of Music Emerita*, B.S., Winthrop College, M.M., D.M., Florida State University.

Raymond Fidalis Moss (1987-2016), *Professor of Health Sciences Emeritus*, B.S., William Jewell College, M.Ed., Ph.D., University of Texas.

Elaine Cathcart Nocks (1973-2011), *Professor of Psychology Emerita*, B.A., Winthrop College, M.A., University of Florida, Ph.D., University of North Carolina.

Cheryl Cook Patterson (1986-2010), *Professor of Business and Accounting Emerita*, B.A., University of Alabama, M.S., Ph.D., Clemson University.

Harlan Richard Patton (1985-2016), *Professor of Modern Languages and Literatures Emeritus*, B.A., Carroll College, M.A., Ph.D., Michigan State University.

Patricia Lynn Pecoy (1986-2014), *Professor of Modern Languages and Literatures Emerita*, B.A., M.A., Ph.D., University of Michigan.

Marianne Momcilovich Pierce (1997-2019), *Professor of Business and Accounting Emerita*, B.S., M.A., West Virginia University, Ph.D., University of Georgia.

William James Pierce (1983-2019), *Professor of Health Sciences Emeritus*, B.A., Davidson College, M.S., West Virginia University, Ed.D., Virginia Polytechnic Institute and State University.

Arthur Joseph Pollard II (1988-2021), *Rose J. Forgione Professor of Biology Emeritus*, B.S., Duke University, Ph.D., University of Cambridge.

John Terry Poole (1969-2012), *Professor of Mathematics Emeritus*, B.S., University of North Carolina, M.A., Ph.D., University of Maryland.

Hayden Samuel Porter Jr. (1979-2012), *Professor of Computer Science Emeritus*, B.S., Ph.D., University of Cincinnati.

Frank Marion Powell (1974-2011), *Professor of Health and Exercise Science Emeritus*, B.S., Georgetown College, M.A., University of North Carolina, Ph.D., Florida State University

Alvin L. Prince III (1980-2017), *Professor of Modern Languages and Literatures Emeritus*, B.S.Ed., M.Ed., Ph.D., University of Georgia.

Lesley Ann Quast (1976-2015), *Professor of Education Emerita*, B.A., Saint Andrews Presbyterian College, M.Ed., Virginia Commonwealth University, Ed.D., University of Alabama.

Douglas Frank Rall (1976-2019), *Herman N. Hipp Professor of Mathematics Emeritus*, B.A., M.S., Ph.D., University of Iowa.

William Albrecht Ranson (1979-2020), *Professor of Earth and Environmental Sciences Emeritus*, B.S., University of North Carolina, M.S., Louisiana State University, Ph.D., University of Massachusetts.

Stephen Todd Richardson (1986-2021), *Associate Librarian Emeritus*, B.A., Furman University, M.L.S., University of South Carolina.

Shirley Ann Ritter (1984-2014), *Professor of Education Emerita*, B.S., Indiana University of Pennsylvania, M.E.S., University of Queensland, Australia, Ph.D., University of Illinois.

Robert David Roe (1977-2018), *Professor of Economics Emeritus*, B.A., Bucknell University, M.A., Ph.D., Duke University.

William Elford Rogers (1974-2010), *Bennette E. Geer Professor of Literature Emeritus*, B.A., Yale University, Ph.D., University of North Carolina.

David Whitt Rutledge (1980-2014), *Reuben B. Pitts Professor of Religion Emeritus*, A.B., College of William & Mary, M.Div., Duke University, M.A., Ph.D., Rice University.

Kenneth Aaron Sargent (1968-2007), *Professor of Earth and Environmental Sciences Emeritus*, B.A., Furman University, M.S., Ph.D., University of Oklahoma.

Bruce Warder Schoonmaker (1977-2018), *Professor of Music Emeritus*, B.A., Furman University, M.Mus., D.M.A., Northwestern University.

Lynne Piper Shackelford (1982-2022), *Professor of English Emerita*, B.A., College of William & Mary, M.A., Ph.D., University of North Carolina.

David Edward Shaner (1982-2013), *Herring Professor of Asian Studies and Philosophy Emeritus*, B.A., College of Idaho, M.A., Ph.D., University of Hawaii.

Nancy Lee Shell (1982-2018), *Professor of Mathematics Emerita*, B.S., Furman University, M.S., Ph.D., University of Virginia.



John Carroll Shelley, Jr. (1980-2013), *Professor of Religion Emeritus*, B.S., Clemson University, M.Div., Southern Baptist Theological Seminary, Ph.D., Vanderbilt University.

Wade Hampton Sherard III (1968-70,1973-2015), *Professor of Mathematics Emeritus*, B.S., The Citadel, M.A., University of South Carolina, Ph.D., George Peabody College.

Daniel Craig Slougher (1986-2019), *Professor of Mathematics Emeritus*, B.S., Gonzaga University, M.A., Ph.D., Dartmouth College.

John Alan Snyder (1971-2009), *Professor of Biology Emeritus*, B.A., Western Reserve University, M.A., Ph.D., University of Michigan.

Albert Bingham Somers (1973-1998), *Professor of Education Emeritus*, A.B., M.Ed., University of North Carolina, Ph.D., Florida State University.

David Scott Spear (1982-2020), *William E. Leverette, Jr., Professor of History Emeritus*, B.A., Lawrence University, M.A., Ph.D., University of California, Santa Barbara.

Richard Alexander Stanford (1968-2008), *David C. Garrett, Jr., Professor of Economics Emeritus*, B.A., Furman University, Ph.D., University of Georgia.

Alma Davis Steading (1970-1987), *Associate Librarian Emerita*, B.A., Furman University, M.A., University of South Carolina, M.A., Presbyterian School of Christian Education, M.S.L.S., George Peabody College.

Lewis Palmer Stratton (1967-2000), *Professor of Biology Emeritus*, B.S., Juniata College, M.S., University of Maine, Ph.D., Florida State University.

Aristide Francis Tessitore (1992-2020), *Jane Gage Hipp Professor of Western and American Political Thought Emeritus*, A.B., Assumption College, M.Div., Weston School of Theology, M.A., Ph.D., Boston College.

William Davis Thomas, Jr. (1989-2019), *Professor of Music Emeritus*, B.M., Mars Hill College, M.C.M., Southwestern Baptist Theological Seminary, D.Mus., Florida State University.

Laura Kathryn Thompson (1987-2019), *Dana Professor of Biology Emeritus*, B.S., James Madison University, M.S., Ph.D., Virginia Polytechnic Institute and State University

Larry Stanley Trzupek (1974-2005), *Professor of Chemistry Emeritus*, B.S., Loyola University, Ph.D., Massachusetts Institute of Technology.

Robert Cinnamon Tucker (1947-1979), *Librarian Emeritus*, A.B., B.S., M.A., Louisiana State University, Ph.D., University of North Carolina.

Diane Catherine Vecchio (1996-2019), *Professor of History Emerita*, B.A., State University of New York at Cortland, M.A., Ph.D., Syracuse University.

Bingham Lafayette Vick, Jr. (1970-2010), *Professor of Music Emeritus*, B.A., Stetson University, M.M., Ph.D., Northwestern University.

Robin Ellen Visel (1990-2009), *Professor of English Emerita*, B.A., City College of the City University of New York, M.A., Ph.D., University of British Columbia.

Carolyn Delores Wallin (1964-1990), *Associate Professor of Health and Physical Education Emerita*, B.S., M.Ed., University of Houston.

Marie A. Watkins (2003-2015), *Associate Professor of Art Emerita*, B.A., Furman University, M.S., Clemson University, M.A., Tulane University, Ph.D., Florida State University.

Carolyn Coker Joslin Watson (1989-2020), *Professor of Art Emerita*, B.A., M.A., Ph.D., University of North Carolina.

Norman Everett Whisnant (1964-2008), *Professor of Modern Languages and Literatures Emeritus*, B.A., Carson-Newman College, M.A., University of Tennessee, Ph.D., University of North Carolina.

Philip Connor Winstead (1972-2001), *Professor of Education Emeritus*, B.A., Davidson College, M.A., Appalachian State University, Ed.D., Duke University.

Veronica Piazza Yockey (1977-2010), *Professor of Health Sciences Emerita*, B.S., M.Ed., Ed.D., University of Southern Mississippi.

Long Xu (1988-2009), *Professor of Modern Languages and Literatures and Asian Studies Emeritus*, B.A., Shanghai Teachers University, M.A., East China Normal University, Ph.D., University of Nebraska.