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Introduction

We prepared this handbook to provide a convenient source of information about the Institute’s PhD program, policies, procedures, services and facilities. This information is for general guidance on matters of interest to faculty and students and will be relevant throughout your graduate studies. The handbook will be updated periodically.

This handbook also summarizes Campus/University policies as a convenient reference tool. For information on University policies, please refer to the University’s website.

The primary mission of the Department of Youth, Family and Community Studies PhD program is to prepare the next generation of scholars and policy leaders. To fulfill this mission, we seek to instill in each student an understanding of and capacity for scholarship, independent critical judgment, academic rigor, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to develop these traits through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. High quality graduate education depends upon the professional and ethical conduct of both faculty and students.

Members of the graduate faculty serve a variety of critical roles as model teachers and researchers as well as graduate student advisors and mentors. The faculty and doctoral committees on which they serve provide intellectual guidance in support of the scholarly and pedagogical efforts of graduate students and are responsible for ongoing evaluation of graduate students’ performances in academic and research activities. As mentors and advisors, faculty are responsible for assisting graduate students in discovering and participating in appropriate channels of scholarly, professional, and disciplinary exchange. Additionally, our faculty will help students develop the professional research, teaching, and networking skills that are required for a variety of career options, both within and outside academia.

Graduate students are responsible for working towards completion of their degree programs in a timely fashion. It is expected that graduate students will gain expertise in a particular area of study and seek to expand the knowledge of that disciplinary field by discovering and pursuing a unique topic of scholarly research. Graduate students should learn how to impart disciplinary knowledge through appropriate forms of instruction and publication and learn how to apply that knowledge to societal problems.

Information about the Institute on Family and Neighborhood Life and the Department of Youth, Family and Community Studies

Established in 1999, the Institute on Family and Neighborhood Life (INFL) is comprised of faculty and staff dedicated to advancing the mission of the Institute. The IFNL is a leader in Clemson’s expansion of doctoral programs, sponsored research, and international programs. The Institute is also a major contributor to studies of Family and Community Living, one of the University’s eight emphasis areas.
The Institute’s mission is to generate, share, and apply the knowledge needed to strengthen ties between families and communities. Work in IFNL starts from the premises that strong communities support strong families and vice versa, and that both are necessary for a healthy development of children and youth. We believe that help is most acceptable, efficient, and effective when it is “built in,” so that it is a part of everyday life; therefore, we are especially interested in the everyday experience of children, youth, and adults in neighborhood institutions, such as schools, workplaces, religious organizations, civic organizations, and courts. We seek to provide the knowledge necessary to enable those institutions to ensure respect for individual dignity, enhance “natural” social assistance, build a sense of community, promote civic participation, and foster family and neighborhood responsibility. We also strive to understand ways that public policy supports or hinders families and neighborhoods in these tasks and to offer alternatives that foster the creation of neighborly (“family-friendly”) communities. In 2013, The Department of Youth, Family and Community Studies was created, and the IFCS program is run under its auspices.
Chapter 1: PhD Program in International Family and Community Studies
PhD Program in International Family and Community Studies

Program Overview

The PhD Program in International Family and Community Studies is designed to educate professionals to generate, diffuse, and apply knowledge needed to strengthen communities' capacity for family support, meaningful participation, and strong relationships, including mutual assistance. The program will prepare graduates as (1) scholars in interdisciplinary institutes or academic departments on child and family studies, social policy studies, international studies, or community development or (2) researchers, planners, or administrators in domestic or international governmental or non-governmental agencies concerned with children, families, and/or communities.

International partners, from nearly all world regions, are able to sponsor student internships in research and public service. Representatives of the relevant universities, through a collaborative effort, host and supervise international internships in research and community service, exchanging students and faculty. Although internships are no longer required in the IFCS PhD program, students who chose to participate in this experience can request assistance from the institute. Check with the graduate program coordinator for an updated status of these relationships. The following institutions are formal partners in the program:

- University of Tirana (Albania)
- Marin Barleti University (Albania)
- Ibero-American University (UNIBE) (Dominican Republic)
- The University of South Bohemia (Czech Republic) in cooperation with Charles University
- Tallinn University (Estonia)
- Tata Institute of Social Sciences (India)
- University of Girona (Spain)

Curriculum and Degree Requirements

With its focus on family and community life, the program touches on the most fundamental aspects of people's everyday lives. Blending the humanities, social sciences, and various professional disciplines, the program may be unique in its integration of normative analysis (i.e., philosophical, legal, and religious studies), empirical research, and community development. With a foundation in the study of human rights as applied to children and families around the world, the program builds a comparative understanding of U.S., foreign, and international law and policy on child and family issues and of the significance of democracy for the well-being of individuals, families, and communities. Students acquire an appreciation of the role of civil society (e.g., voluntary associations and nonprofit organizations) and primary community institutions

9
(e.g., schools) in promoting and maintaining democracy. Such studies provide the foundation for an understanding of the principles and practices of community development and transformation, humanitarian assistance, and responsive human services. The important role and features of effective informal mutual assistance mechanisms in community life and their meaning for children and families are also explored.

A minimum of 63 credit hours are required of students enrolling post-baccalaureate.

**Family and Community Life (6 cr.)**
- FCS 8100 Life in the Global Community (required)
- FCS 8110 Human Development and Family Life in Cultural Context (required)

**Human Rights and Social Justice (6 cr.)**
- FCS 8200 International Human Rights Law (required)
- FCS 8510 International Law and Policy on Children’s Issues (elective)
- FCS 8520 The Right to Health (elective)

**Community Development and Policy Analysis (9 cr.)**
- FCS 8300 Community Development: Principles and Practices (required)
- FCS 8310 Community Transformation (required)
- FCS 8320 Policies and Programs in Human Services (elective)
- FCS 8330 Humanitarian Assistance (elective)

**Culture Area Studies (6 credits)** (required)
- FCS 8360 Cultural Area Studies

**Research Methods (12 credits)**
- FCS 8130 Social Research Methods in IFCS I (required)
- FCS 8340 Social Research Methods in IFCS II (required)
- FCS 8400 Topics in Societal and International Research (elective)
- FCS 8410 Secondary Data Analysis (elective)
- FCS 8920 Special Topics courses

*Suggested Potential Elective Research Courses:*
- ANTH 6030 Qualitative Methods (elective)
- SOC 8030 Survey Design (elective)

**Twelve credits of research methods are required, independent of any previous graduate research methods courses students may have taken.**

**Research (up to 24 credits)**
- FCS 8900 Research Project (6 credits)
  *(Required for post baccalaureate students without Master’s Degree)*
- FCS 9910 Doctoral Dissertation (18 credits)
  *(Taken after advancement to candidacy upon completion of comprehensive examinations)*
### Program of Study

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<td>8360 <em>Cultural Area Studies</em></td>
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<td>8400 Topics in Social Research</td>
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<td>8920 Special Topics courses</td>
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**Required courses italicized**

¹Research project required for students not having an earned Master’s degree or equivalent

²Independent studies are only offered under exceptional circumstances as regular course participation is highly recommended

*Courses offered every other year
Getting Started

Congratulations! You are a Graduate Student in the YFCS PhD Program. Your admission to this program is the result of a vigorous selection process. You should be proud of this achievement.

The items of business to complete during your first weeks are listed below:

1. Obtain your Clemson E-mail (See instructions at http://ccit.clemson.edu/support/new-to-clemson/).
2. Obtain your student ID at TigerOne Card Services; Monday-Friday: 8:00 a.m. to 4:30p.m.; 111 Hendrix Student Center Clemson, SC 29634; Phone: 864-656-0763; http://www.clemson.edu/campus-life/campus-services/tigerone/. For new students enrolled off-campus instructions can be found at http://www.clemson.edu/campus-life/tigerone/contact.html
3. Obtain a parking permit (if needed; https://www.clemson.edu/campus-life/parking/).
4. Get on the payroll (contact Pat Hucker at e-mail: PAT9@clemson.edu).
5. Obtain your password for the shared computers in the graduate room. If you are using your own laptop get it configured for access to the Clemson network (Contact CCIT at ITHelp@clemson.edu; http://www.clemson.edu/ccit/help_support/laptops/)
6. International students should obtain a Social Security card from the Office of Global Engagement: International Services, if needed. (http://www.clemson.edu/administration/ia/services/)
7. Register for classes on iROAR. https://www.registrar.clemson.edu/

Advisor

Dr. Arelis Moore is the first-year student advisor, in consultation with the YFCS faculty (Herein referred to as “the faculty”). During your second year, and until you are about to complete your coursework, the faculty will continue to advise you. Once you are about to complete your coursework, or earlier, you select your dissertation/advisory committee (DC) (see “Forming the Dissertation Committee” section). Your DC Chair will continue to be your academic advisor until you graduate. He or she will guide you, in coordination with DC members, in your comprehensive examination and dissertation process. Your selection of a comprehensive exams/dissertation research advisor (DC Chair) is an important decision; it will affect the completion of your graduate studies and your future professional life. You should become familiar with the research studies and community-based projects being carried out by the faculty. This may help you in selecting your DC chair. Students should make appointments to meet with the faculty for a more detailed discussion.

The YFCS Faculty

The faculty is comprised of YFCS tenure-track faculty. This faculty group will be responsible for approving first year students’ program of studies as well as decision making regarding all matters pertaining your graduate studies. Students will be able to
select their individual dissertation and advisory committee (DC) at the time students are about to conclude their coursework or earlier (see “Forming the Dissertation/Advisory Committee” section).

**Plan of Study (GS2 Form)**

Your doctoral plan of study (GS2 Form) [http://www.clemson.edu/graduate/students/plan-of-study/index.html](http://www.clemson.edu/graduate/students/plan-of-study/index.html) is an extremely important document, so make sure you put a lot of thought into preparing it. You will work with Dr. Arelis Moore, first year advisor, to complete your GS2 Form (See appendix A) during your first semester. In addition, students need to make sure that all official transcripts from previous degrees are received by the Grad School before the first semester ends. The GS2 form will be submitted to the faculty for approval during your first semester of studies. The Plan of Study contains information about:

- The courses you have already taken and plan to take
- The number of dissertation credits (FCS 9910) credits you plan to take
- The number of transferred credits
- Waived courses

It is expected that students will file the GS2 form by the end of the first semester of study. The faculty will review, approve and sign the GS2. This form will be placed in your departmental records. Either at the end of your second year of studies or when you are about to finalize all courses (whichever applies first), you will update the GS2 form online by including all courses already taken. In addition, you will include your dissertation committee members and their role. This updated version of the GS2 form will be filed online by the student ([http://www.clemson.edu/graduate/students/gs2-hints.html](http://www.clemson.edu/graduate/students/gs2-hints.html)). If changes are made, the GS2 form can be amended. The final GS2 form should be updated online before graduation.

**Dissertation/Advisory Committee Selection**

Students will select members of their dissertation/advisory committee (DC) at the time or semester when they are close to completing coursework. The committee will consist of the chair or major professor, and at least three additional faculty members to complete the committee of four or more members. Committee members also may be faculty, with a PhD degree, from outside the Institute. A professor emeritus can serve as a committee member, but cannot serve as chair. If you want to select a committee member from outside Clemson University, read the guidelines in the Graduate Student Announcements and then meet with your chair. See the Clemson University policy related to the Advisory Committee at: [https://www.clemson.edu/graduate/students/policies-procedures/index.html](https://www.clemson.edu/graduate/students/policies-procedures/index.html)

**Review of Academic and Work Experience: Course Waiver Request**

If you come to the PhD program with a master’s degree, you need to meet with the first year academic advisor during the first two weeks of the first semester to review the courses you took during your Master’s program. The purpose of this review is to discuss the courses you will take during your first year. Courses taken at the Master’s level that
are equivalent to FCS courses may provide the basis for waiver of your FCS courses. Students will submit a Course Waiver Request (See Guidelines and request form in Appendix B) to the first year advisor for review by the faculty. This request should be submitted by the first week of September in the fall semester. In this Course Waiver Request Form, students will describe in detail why they should be granted a waiver for these courses. Students also submit a course syllabus. The faculty will review and decide if the course materials submitted are sufficient to grant the requested waiver. The faculty makes the final decision on waiving courses by the first week of October. The formal process to waive FCS courses should be completed by the end of the first semester. Waived courses’ credits are not added up to students’ total amount of credits in the GS2. Therefore, waived courses are listed at “0” credits in the GS2 form.

**Transfer Credit**

If you plan to request the transfer of graduate credits from other universities, then review this section in the Grad School Academic Regulations Index at [http://www.clemson.edu/graduate/students/policies-procedures/index.html](http://www.clemson.edu/graduate/students/policies-procedures/index.html) prior to meeting with the first year advisor. You may initiate the transfer of credits at any time during your first year of study. To have courses considered for transfer, students must have a transcript sent from the institution(s) at which credit was earned to the Enrolled Student Services Office (104 D Sikes Hall). For the doctoral degree, as many as 48 credit hours of coursework may be transferred. In all cases, the use of transfer credits must be recommended by the faculty. Under no circumstances will transfer credit be awarded for research, internship, courses graded on a pass/fail basis, or courses in which a grade lower than B, or its equivalent, has been received. Grades earned for courses taken at institutions other than Clemson University will not be included in the student’s grade-point ratio (Clemson University Graduate Announcements).

**Cultural Area Studies**

Cultural area studies (CAS) are intended to provide you with an understanding of families and communities in at least one world region. We will try to offer at least one area studies course per year. However, our course may not be germane to your interests or intended career path. This requirement, then, may be met by taking courses from other departments on campus (see, in particular, the listings from the History, Language, and Political Science Departments. A few courses in the Department of Religion and English are also available). See your first year advisor for instructions regarding this option. Courses chosen for the cultural area studies requirement should be approved by the faculty prior to enrolling.

In order to fulfill the requirements of CAS, students may elect to take six hours of cultural area studies.

**Practicum**

An internship is not required for FCS PhD students. However, students may use the practicum for an internship experience. Students may propose that a component of the practicum take place in the United States or internationally with a NGO, policy or human rights organization, or government office. The purpose of the practicum is to engage in
professional practice related to doctoral study, cross-national research projects, and community service. Prior to undertaking the practicum, the student must prepare a proposal (See Guidelines in Appendix C) that includes the following items listed below:

- A statement describing the proposed practicum
- A rationale for choosing the practicum, including a statement of the contribution the experience will make to the student’s professional goals and development
- A statement of goals and objectives
- A statement of methods and/or experiences chosen to contribute to achievement of goals and objectives
- A statement of specific criteria by which the student, the practicum supervisor will evaluate attainment of goals and objectives
- The length of time of the practicum

If students plan to take cultural area studies courses or language courses while abroad, the appropriate Study Abroad forms must be attached to the proposal. These forms are obtained from the Study Abroad Office, E 303 Martin. If students plan to collect data for their dissertation while abroad, the source for the data/subjects must be listed. If human subjects are involved, Clemson University IRB approval is also required prior to departure.

The student’s written proposal for the practicum must be reviewed by the practicum supervisor and the faculty and be approved in writing prior to starting the practicum. The proposal serves as a learning contract for the course.

**IFCS PhD Program Official Formatting Style**

The style of writing set forth in the Publication Manual of the American Psychological Association is required for student papers in the IFCS PhD Program. APA format is commonly used to cite sources in psychology, education, and the social sciences. Students are encouraged to purchase a copy of the latest version of the APA manual.

APA style provides a standard system for giving credit to others for their contribution to your work. It's what we call a "parenthetical" documentation style, meaning that citations to original sources appear in your text. This allows the reader to see immediately where your information comes from.

The APA style includes guidelines for the formatting of documents. The most important aspects of these guidelines for most academic writing are the formatting of the reference list and headings. Information about the APA publication manual may be found at [http://www.apastyle.org/](http://www.apastyle.org/).
Chapter 2:
Graduate School Academic Probation Policy
Academic Probation Policy

“Graduate students who fail to meet the minimum academic standards for graduate studies at Clemson University are placed on academic probation. These minimum standards include: a cumulative B average (3.0 grade-point average) in all graduate-level courses (600-level or above), a B average in all courses listed on the Plan of Study, and an overall cumulative B average in all courses (undergraduate and graduate) since admission to the Graduate School, excluding those taken on a pass/fail basis. A minimum grade of C on all coursework must be made for the course to apply toward a degree. Students who fail to meet this requirement become ineligible for graduation and remain on academic probation until nine additional semester hours of graduate credit have been earned and the cumulative average reflects the required 3.0 grade point ratio or they qualify for graduation by earning the requisite 3.0 grade point ratio.”

“In summary, the Graduate School’s policy on academic standards requires each student to earn at least a 3.0 for all three GPAs (the Graduate GPA, the Cumulative GPA, and the Plan of Study GS-2 GPA) in order to remain in good academic standing. The student must achieve a 3.0 for all three GPAs upon completion of the next nine (9) hours of graded coursework approved by the program coordinator or the Doctoral Committee, not including pass/fail credits. Student’s failure to correct a grade point deficiency may result in their becoming ineligible to continue in their graduate program. Withdrawal from courses while on probation will be deemed unsatisfactory performance (See Grad School Guidelines at http://www.clemson.edu/graduate/students/policies-procedures/index.html).”

Procedure for student

“Graduate students placed on academic probation should meet with their major advisor and/or graduate program coordinator to ensure that the expectations for removal of the probationary status are clearly defined and understood. Students who fail to remove the probationary status as prescribed are subject to academic dismissal and will not be permitted to continue in the Graduate School without the recommendation of the program coordinator and written approval of the Graduate School.”

Academic Probation Scale

**PR-1**  “First time a student falls below a 3.0 GPA.”

**PR-2**  “Second time a student falls below a 3.0 GPA (and has a probation GPA between 2.7-2.9, which are GPAs that enable recovery in a reasonably fair time and reasonably consistent with the probation policy; e.g., 12 to 15 hours vs nine as required by the policy).”

**Dismiss**  “When a student’s GPA is below a 2.7 and has received PR-1 and PR-2 already, or when grades are simply impossible to recover (0.0 to 2.69 GPAs depending on the number of credit hours taken).”
**Explanation of Process**

**PR-1**

“Students who earn less than 3.0 GPA are automatically placed on probation. They receive the first letter of probation (PR-1) which states that they have nine credit hours to correct their academic deficiency. The program coordinator is notified by a copy of the letter to the student.”

**PR-2**

“Students who do not meet the 3.0 GPA requirement after the additional nine hours as allowed in PR-1, depending on actual progress, may receive a second letter of probation if it appears that they are making significant progress towards correcting their academic deficiency (e.g., perhaps are now at a 2.7, 2.8 or 2.9 GPA). Program coordinators are notified by a copy of the letter to the student.”

“If the student is not making progress (that is, GPAs go down after PR-1), they may receive a dismissal letter from the Graduate School depending on actual GPA. Program coordinators are notified and/or consulted, depending on GPA.”

**Dismissal**

“A graduate student may be dismissed from the Graduate School at any time for failure to maintain an adequate academic status or to maintain satisfactory progress. Adequate academic status is a 3.0 cumulative grade point average in all coursework attempted since admission to the Graduate School, including undergraduate coursework taken as required prerequisites or co-requisites. Therefore, students who in a reasonable time have failed to meet the minimum Graduate School academic performance (3.0 GPA) following probation (PR-1 and/or PR-2), or students who have earned between 0.00-2.6 GPAs after factoring in the number of credit hours left to take in their program curriculum will be dismissed. Determination must be made in a fair manner reflective of actions taken with other underperforming students. Satisfactory progress includes work on research, theses, dissertations, qualifying or comprehensive examinations and/or required projects. Notification of dismissal is sent to the student by the Graduate School.”

**Procedure for department**

“At the end of each semester, program coordinators are contacted to document the desired action to be take on students with grade point averages below 3.0, either those who failed to remedy a previous probation or those newly added to the list of students on probation. Program coordinators are asked to identify the level of probation (PR-w or PR-2) to be assigned to each student. A student recommended for dismissal by the program coordinator will receive a letter of dismissal signed by the dean of the Graduate School, the only individual authorized to dismiss a student. Note that a student may appeal a dismissal if they believe the dismissal to be unfair or improper.”
**Appeals**

“The Graduate School reviews any appeal that doctoral program coordinators make on behalf of students who have been dismissed. However, as with all appeals, the Graduate School asks that program coordinators provide them with the specific plan for students’ success. The plan must outline the necessary courses and grade expectations on a semester by semester basis, and the plan must be signed by the student, the program coordinator, and doctoral committee chair. “

“Students who appeal without the department’s support will be channeled through the Graduate School normal appeal process and will be reviewed by the Graduate Admission and Continuing Enrollment Appeals Committee. This means that students must document that their dismissal was “unfairly” or “improperly” rendered.”

**Assistantship/Fellowship Policy**

“So many students who are awarded graduate assistantships and/or fellowships must maintain a minimum 3.0 GPA at all times. Students must be moved off of assistantships after one semester or after the summer terms have elapsed if they have not corrected their grade point deficiencies.”

**Plan for Success**

“So many students placed in R1 status (i.e., first probation) must develop a “Plan for Success” (See Appendix F) and submit it to the Graduate School by email at GRADGPA@clemson.edu within two (2) weeks from the date of notification. The Plan for Success should identify the required graded courses and the grades the student must earn, as well as any other requirements that the program places on students in order to return their GPA to the minimum Graduate School standard of 3.0. While in this academic probationary status, students may not register for additional P/F courses until they have redeemed their grade point averages. The Plan for Success must be signed by the student, the student’s chair, and the program coordinator. Students who fail to submit a Plan for Success will be blocked from registration if they have not already registered for classes, or their class schedules will be canceled after the beginning of the term.” A fillable GSR1 Plan for Success form is located at [http://www.grad.clemson.edu/forms/index.php](http://www.grad.clemson.edu/forms/index.php).

**Performance in Non-Graded Courses Including Research Projects, Internship and Practicums**

“In most cases, the grade will be S. The standards are:

- **S** Satisfactory performance
- **I** Incomplete. Can be made up by the end of the following semester and changed to S.
- **U** Unsatisfactory. A grade of U is grounds for automatic dismissal from the graduate program.”
“Any student who does not show potential for doctoral level research as certified by the faculty or the doctoral committee may be put on probation or asked to leave the program. Being placed on probation does not mean that financial support will be withdrawn from the student. It means that faculty members are concerned about the student’s progress and want to send a strong message that certain steps must be taken to rectify the situation. The Graduate School also must receive notification from the PhD program, if this action is being taken for any student in the program.”
Chapter 3: Forming the Dissertation/Advisory Committee
Forming the Dissertation/Advisory Committee

The Major Advisor/Dissertation Committee Chair

At the time a student is about to finish their coursework (i.e., last semester registering courses) or earlier, students select a Dissertation/Advisory Committee (DC) Chair. This chair/advisor (Herein referred to as “the chair”) must be a member of the program faculty offering the degree (i.e., YFCS) and meet the requirements for advisory committee membership described below. Students may consult with the first year faculty advisor and other members of the faculty in selecting a chair.

The Dissertation/Advisory Committee

Students select their Dissertation/Advisory Committee (DC) (Herein referred to as “Dissertation Committee [DC]”) members in consultation with their DC Chair. The DC approves the student's graduate degree curriculum, administers the comprehensive and final oral (dissertation defense) examinations, and initiates the recommendation for awarding the degree. The chairperson or major advisor (DC Chair) directs the student's comprehensive examination and dissertation.

According to Clemson University requirements “a minimum of four faculty members shall be selected for a student seeking a doctoral degree. The majority of the advisory committee, including the major adviser, must be comprised of Clemson University faculty who hold full-time tenure-track positions. Either the major advisor or at least half of the committee must hold rank in the program offering the degree. If a minor is declared, this area must be represented on the committee. Committee members of interdepartmental programs are to be appointed according to the bylaws, formulated by the program faculty and endorsed by the Graduate School, that assure appropriate representation of the participating departments. Part-time visiting and other non-tenure track faculty employed by Clemson University and emeriti faculty may serve on the committee, but may not serve as chair. Persons not employed by the University may serve if they have been appointed to an adjunct faculty status. Part-time, visiting adjunct and other non-tenure track faculty will have full voting status on the outcomes of all examinations given by the committee. The student, department and committee members are notified of the fully constituted committee by means of the approved plan of study” (Clemson University Graduate Announcements http://grad.clemson.edu/). Students are strongly encouraged to select one faculty member outside of the Institute as a committee member.

In consultation with the student, the DC reviews and supervises the student's program of study, with modifications as needed, until the degree is completed. The DC oversees and evaluates the comprehensive examination; the dissertation proposal, the dissertation, and its defense, an internship or practicum proposal and report as applicable. One of the key functions of the DC committee is to help the doctoral student develop the ability to integrate the various subject matter areas that provide the conceptual elements for a theoretical approach. To facilitate these functions, careful thought should be given to the
composition of the committee.

To make an informed DC selection, students are encouraged to become familiar with as many of the faculty as possible during the semesters preceding that selection. This may be accomplished by enrolling in courses taught by varying faculty members, reading faculty research reports, meeting with faculty members to exchange ideas, or having coffee or lunch with faculty members.

If you find that you need to make a change in the composition of your committee, there is a procedure and a form for doing so and the student should feel free to pursue this option. The same procedure is used to replace committee members lost through retirement or resignation. However, faculty who retire are eligible to remain on the committee.

**Dissertation Committee Chair’s Responsibilities**

1. Assist the student in the selection of committee members and assume responsibility for clarifying their roles.
2. Help the student keep up-to-date with current policies, procedures and requirements pertaining to all aspects of the program. The chair is an important mentor concerning ethics in research and fellowships.
3. Review and approve all necessary graduate forms.
4. Advise the student in preparing a draft of the dissertation plan for discussion and approval by the dissertation committee.
5. Chair committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
6. Advise the student concerning program adjustments and assist in completing proper forms.
7. Coordinate the preparation of the comprehensive PhD examination and its administration, and follow through with the paperwork to both the student and committee members.
8. Provide guidance in developing the student's research proposal, conducting the research, and preparing the dissertation.
9. Determine when the dissertation is satisfactory for distribution to the dissertation committee for review preceding the final oral examination.
10. Provide support and information to the student regarding PhD Program/Institute, and University policies.
11. Help students develop professional skills: grant, paper, and research writing; participation in scholarly and public forums.
12. Facilitate the student's career development: advise about career options; assist in preparation of application materials for fellowship, grant, and other opportunities; write letters of reference and recommendations.

**Graduate Student’s Responsibilities**

1. Review the Graduate Handbook and Clemson’s Graduate Announcements and become familiar with policies and procedures pertaining to the process of obtaining the degree. In particular, keep track of dates and deadlines for each step
of the process, from choosing a DC Chair and establishing a Dissertation Committee, through procedures for the comprehensive exam, to completing the dissertation and dissertation defense.

2. Prepare a plan of study, with advice from the first year advisor, for discussion and approval by the faculty.

3. Work with the DC Chair in selecting DC members.

4. Keep up-to-date with current University and PhD program policies, procedures and requirements pertaining to all aspects of the program.

5. Complete the annual progress report.

6. Participate in lectures, faculty presentations, brown bag seminars, and dissertation defense presentations as a means of furthering your academic and professional development.

7. Submit any changes in program or committee structure on the proper forms with appropriate signatures to the graduate coordinator.

8. In consultation with the DC Chair schedule dissertation committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.

9. Work with their advisor, at different stages of the PhD Program, concerning program adjustments and completing proper forms.
Chapter 4:
Doctoral Comprehensive Examination
Doctoral Comprehensive Examination

The doctoral comprehensive examination, also referred to as a qualifying examination, is a major step on the way towards earning your PhD. This exam marks a transition from the more formal phase of the degree program involving coursework to the important phase of the intensive pursuit of an independent research project.

Purpose

The comprehensive examination is a University-required component of the doctoral program of study. The goals of the comprehensive exam process are:

1. To demonstrate integration and synthesis across and beyond specific course content.
2. To enhance professional expertise and research competency in targeted subject matter areas.
3. To articulate a critical understanding of the PhD program’s mission and values, including individual family and community function within and across systems/relationships and their effect upon quality of life.
4. To demonstrate professional potential through the following competencies:
   A. An understanding of the research process
   B. The application of theory to address practical problems with diverse populations
   C. The effective conceptualization and communication of complex ideas

Students who pass the comprehensive examination are advanced to candidacy and proceed to the dissertation.

Procedures

Preparation

Around the time all coursework is completed and the DC Chair has been selected, students should conclude their planning for the comprehensive examination. The DC, in discussion with the student, determines and approves the content, process and deadlines for the exam. The exam may be a written exam, an oral exam, or a combination of both written and oral components. The DC also establishes the criteria for a grade of pass for each aspect of the exam. These criteria are shared with the student.

No student will take the comprehensive examination until the following requirements are fulfilled:

1. No dissertation credits have been taken before the qualifying exam.
2. Approval of the student's Dissertation/Advisory Committee (DC) has been obtained.
3. Student's plan of study has been updated and filed with Grad School.
4. Students have completed 80 percent of the course work in the program (excluding dissertation).

Planning for the Comprehensive Exam

In consultation with their DC Chair, students will complete the comprehensive exam proposal (See Comprehensive Exams Proposal Guidelines in Appendix G). Once the proposal is completed, students will work with their DC Chair to arrange a meeting to review the proposal with their DC. At this meeting, the DC and the student will discuss the comprehensive examination proposal. The discussion will include the relationship of the student's goals to the examination. In addition, information will be provided regarding the general range of the standards for evaluation, the format of the exam components, the grading system to be used, and how each member of the committee will be involved in grading examinations. Once the proposal is approved, students have three months to complete their comprehensive exam. Students are required to present at least two of the following exam formats:

Formats that are possible for the exam include:
- A. Publishable paper* (one or two) with the student as first author, or second author who made substantial contributions to the article,
- B. Major grant or research proposal,
- C. Comprehensive course development (including syllabus, all learning activities, philosophy teaching, etc.).

Or traditional written or essay exams. Content areas to be covered and the length of the exam will be set by the DC.

*Papers written for class cannot be used for comprehensive exams.

Evaluation

The written component of the exam must be submitted on time to the DC Chair. The DC Chair distributes the exam to the other committee members. The DC members have three weeks to review the exam.

The oral component of the comprehensive examination, if required, occurs after the student has successfully completed the written component. The purpose of the oral exam is to test the student’s ability to integrate his or her previous experiences and knowledge gained in the doctoral program as they relate to his or her substantive papers and proposed dissertation topic. The qualifying exam also tests the students’ ability to balance opposite, yet complementary, characteristics and behaviors. These include the ability to be confident and skeptical, certain and questioning, open and defending, and experiential and documenting. The committee evaluates the student’s performance. Each DC member votes for pass or fail, and a majority of members must vote for a pass. A tie vote is considered fail. The committee has discretion to issue a pass with distinction.

The results of a student's performance on the comprehensive examination are recorded on
the GS5D form (See Appendix H) completed by the DC. Each DC member must sign (not print or type) his or her own name and designate the area of specialization as passed or failed. The faculty have ruled that comps may be approved by a core group of at least three IFCS Faculty who should also be part of the DC. The student takes the GS5D form to Enrolled Services and a copy is placed in the student’s file.

**Evaluation Categories**

Final evaluation of the written and oral comprehensive examination is based on a majority DC vote using the categories below. To advance to candidacy, students must achieve a Pass on all components of the examination.

- PASS WITH DISTINCTION, based on superior performance.
- PASS, acceptable performance.
- FAIL WITH THE OPPORTUNITY FOR REMEDIATION AND REPEAT OF THE EXAMINATION, based on fair performance in some areas and minimal or unacceptable performance in others.
- FAIL WITHOUT OPPORTUNITY TO REPEAT, based on minimal or unacceptable performance in almost all areas.

Students who fail the comprehensive examination may be offered the opportunity to repeat the exam one time. Retakes on the comprehensive written or oral examination shall be taken within one year of a failure.

**Time Limit**

Comprehensive examinations must be passed no less than six months and no more than five years prior to the date of graduation. All remaining requirements for the degree must be completed within five calendar years after the date of the completion of the comprehensive exam (Clemson University Graduate School Announcements [http://grad.clemson.edu/]).

**Procedure for Taking the Comprehensive Exam**

- Students must be enrolled during the semester the exam is taken and processed.
- DC Chair copies/forwards a copy of the written report of the comprehensive exam to each DC member for evaluation.
- DC Chair writes a summary of faculty comments and shares them with the student.
- DC Chair brings the GS5D form to the oral component of the comprehensive exam, places a signed copy in the students file and gives the student a copy.
- Students file the original GS5D with Enrolled Services.
- Students receive written notification of results with feedback from DC Chair (Graduate School Announcements [http://grad.clemson.edu/]).
Chapter 5:  
Doctoral Dissertation
Doctoral Dissertation

You're now at perhaps the most important stage in your graduate career: You're ready to complete your dissertation!

Dissertation Proposal

The first step is to write a dissertation proposal. A typical proposal includes a brief introduction, review of the literature, methods, and complete references. YFCS Dissertation Proposal Guidelines should be used for this purpose (See general guidelines in Appendix I).

Put a lot of thought into your proposal as it will be the core of your written dissertation. In other words, the more work you do while writing your proposal, the less you will have to do later. Also, be explicit, clear, and complete, so your Dissertation/Advisory Committee (DC) can fully understand your proposed project and properly advise you. The ultimate goal is for you to prepare a dissertation that eventually leads to one or more articles that will be published in one of the major scientific journals in your field.

The DC Chair (herein referred to as Chair) should act as the student’s advocate to the committee. Your Chair will distribute students’ dissertation proposal to the rest of the committee after reviewing it. Your DC approves your dissertation proposal at your proposal defense meeting.

Writing the Dissertation

After the student has passed the comprehensive examination, the dissertation proposal has been approved, and Institutional Review Board (IRB) approval is granted, work on the dissertation can proceed. This work is coordinated by the Chair, but each member of the DC should participate in the ongoing process since they all must approve the finished draft of the dissertation.

The structure and content of the dissertation is one of the most critical matters that will be decided between you and your Chair (with the input from your DC). You also might find it helpful to develop a dissertation support group with other students.

The formatting guide for dissertations is the latest version of Publication Manual of the American Psychological Association. You can find an official Dissertation Formatting Template and a Sample Manuscript at http://www.grad.clemson.edu/manuscript/format.php. In addition, The Graduate School lists all of its requirements on the Final Check List form (See Appendix J), which can be found at http://grad.clemson.edu/Manuscript/documents/Checklist_final.pdf.

After the Chair indicates that the dissertation is acceptable for examination, the student must submit copies of the dissertation and abstract for distribution to the Chair, other members, and any appointed examiner. The dissertation must be in completed form, with
finished diagrams, tables, graphs, and so on. It must not, however, be bound. Faculty must have a minimum of two weeks to review the student's work before examination.

The Dissertation Defense

The dissertation defense is a University-required component of the doctoral program of study. Defending one's research is a fundamental facet of scientific scholarship. It is through this process that the student clarifies, validates, and demonstrates the significance of his or her research. As such, the oral defense represents the culmination of the matriculation process.

The dissertation should be distributed to DC members at least two weeks prior to the final oral defense, regardless of circumstances. If there are corrections, they must be available to the student at least one week before the final oral defense. The final oral defense is usually a discussion of the research carried out in the dissertation, including the theory and literature upon which the study was based; however, questions may be asked about the field that extends beyond the specific subject matter of the dissertation. Students defend before the DC first; followed by a public presentation if students choose to do so.

To ensure fairness in the examination procedure and maintenance of academic standards, the Chair of the Department may appoint an outside member to the examining committee and invites a representative from the Grad School to attend. The outside member of the committee will read and critique the dissertation, participate in the oral part of the exam, and submit a report to the Chair of the Department.

Scheduling the Dissertation Defense

The Final Oral Defense/Examination

The student must be registered during the semester in which the defense examination is taken. The oral examination will be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted for final review by the examining committee. This should allow time for the members of the committee to review and evaluate the dissertation before the examination. A representative from the Grad School will be invited to this oral examination.

The final oral examination in defense of the dissertation will be conducted and evaluated by the DC, a representative from the Grad School, and an outside member, if applicable. All faculty members on the DC should participate of the dissertation defense either in person or through Adobe Connect. No defense should be scheduled when a member of the committee cannot attend. The Department Chair and Graduate Coordinator are invited to attend. Other interested faculty members may attend the examination without vote. Notification of the defense date must be submitted by the student to the Graduate School. The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three-fourths of the voting examiners, and with not more than one dissenting vote from among the committee members.
It is important to allow sufficient time after the examination for the student to revise and submit the unbound dissertation to the Office of the Graduate School before the specified deadline date. The student should verify the formatting of the dissertation with the Final Check List form (See Appendix J) before final submission.

**The Public Dissertation Presentation**

After successfully concluding the oral examination with the DC, it is highly recommended that students schedule a public presentation of the dissertation. If DC members made recommendations or corrections to the dissertation during the oral examination, students should incorporate recommended changes or additions before this public presentation. Although the public dissertation presentation is not mandatory, it is recommended as an opportunity for the student to share research results with the public. It is also an opportunity to hone students’ research communication and presentation skills. The public and oral presentation is open to the academic community. Students also are strongly encouraged to announce their presentation to other graduate students.

**Completion**

After the DC members have reviewed and approved the dissertation and after students have passed the final oral examination in its defense, students must incorporate into the dissertation any recommended changes and corrections before presenting it to the Chair for final review and signature on the title page.

The student and his or her Chair also must submit a Dissertation Defense and Approval Form (GS7 D Form; http://grad.clemson.edu/forms/pdf/GS7D.pdf) (See Appendix K) to Enrolled Services regarding successful passage of the defense with date and names of committee members present at the defense. Once all requirements are completed, final approval on the graduate student form for graduation must be obtained from the Chair.

Upon final written approval of the dissertation by committee members, students must electronically submit the dissertation to the Graduate School. The student should verify the formatting of the dissertation with the Final Check List form (See Appendix J) before final submission. The Graduate School web site explains this process (http://www.grad.clemson.edu/Manuscript.php).
Chapter 6: Summary of Graduate School Requirements
Summary of Graduate School Requirements

Coursework

Work leading to the Doctor of Philosophy degree is planned to give the student a comprehensive knowledge of his or her field of specialization and a mastery of the methods of research. The degree is not awarded solely on the basis of coursework completed, residence, or other routine requirements. The final basis of granting the degree is the student’s grasp of the subject matter of a broad field of study, competence in planning and conducting research, and ability to express himself or herself adequately and professionally orally and in writing. See Best Practices for Graduate Faculty and Students in Appendix L.

Although no minimum for formal coursework requirements exist for the doctoral degree, the DC is encouraged to require courses other than those that directly support the dissertation research. Work in the minor field or fields, if required, normally comprises 12-24 hours in courses carrying graduate credit. A minimum of 18 hours of doctoral dissertation research is required. Should the direction of study or research interest change, the student may request the appointment of a new DC Chair.

Residency

In 2012, YFCS instituted a “blended” curriculum that combines on-site lectures and online distance education in real time. As a result of instituting a “blended” curriculum, YFCS reviewed the residence requirement for IFCS PhD students. Residence continues to be a necessary concept in graduate education. To receive the IFCS Doctor of Philosophy degree distance students should participate in on campus activities during a period of time established by the faculty. New students should come for a period of orientation in August before classes begin (this month may vary). Returning students must also participate in a specified segment of this orientation meeting.

Time Limit

Because no minimum coursework requirements exist for the Doctor of Philosophy degree, the time limitation for completion is determined by the dates by which essential components of the degree are completed. The following must be passed in the five-year period prior to graduation: comprehensive examination; foreign language examination, if required; defense of dissertation; and approval of dissertation by the Graduate School (See YFCS PhD Program Checklist in Appendix M).

Comprehensive Exams

Prior to taking the comprehensive examination before admission to candidacy, all doctoral students must select a DC and file an approved graduate degree curriculum with the Graduate School. Satisfactory completion of the comprehensive examination must occur no less than six months and no more than five years prior to the date of graduation.
Dissertation Defense

The candidate for the Doctor of Philosophy degree must pass a final oral examination (dissertation defense) at least three weeks prior to the commencement at which he or she plans to obtain the degree. The examination will be administered by the student’s DC.

A student who fails a final oral examination may be allowed a second opportunity only with the recommendation of the DC. Failure of the second examination will result in dismissal from the Graduate School.
Chapter 7:
Being a Graduate Student
Being a Graduate Student

Graduate students are pursuing an education to become the next generation of scientists, scholars, and policy experts. The field of International Family and Community Studies will move forward to the extent that you are well educated; therefore, you should think about the requirements of your program as a means to an end. The end for you is to become the best scientist, teacher, policy expert, or scholar possible. The means are dissertations, research projects, comprehensive exam, assistantship assignments, and course work. Keep focused on your fundamental goals and try not to get distracted by minor problems and issues. Think about all the components of your education not just course requirements.

Planning Ahead

One of your major goals is to obtain a good job after graduate school. For an academic position, for example, you will need two to four publications in respected journals, a few conference presentations, and strong letters of reference from your advisor and committee members. Those of you who plan a more practice or policy-oriented career will need to demonstrate competence in those areas. For those who plan to teach it is essential that you obtain teaching experience while you are in the PhD program. Consult with your advisor and committee members to learn the appropriate amount of experience and skills needed in your area of work. Ask your advisor and others whose opinion you respect what a strong vita looks like in your particular area of interest, and then work to develop such a vita while you are in graduate school. The Career Center (316 Hendrix Student Center; http://career.clemson.edu/about_us/) also holds useful workshops and provides career counseling and assistance in developing your vita.

It is important that you become a broadly educated scholar in International Family and Community Studies; therefore, you should attend talks, presentations, or colloquia even if they are outside of the Department. The websites of the Strom Thurmond Institute, Policy Studies program, Sociology, Rutland Center for Ethics, and the Office of Teaching Effectiveness are good places to check.

You should also attend faculty candidate presentations. You can learn how to prepare for these presentations. It is a good idea to attend with several other students so you can discuss the strengths and weaknesses of the presentation.

Your Advisors

Your advisors are the most significant people in your life as a graduate student. The IFCS PhD program offers advising to students, at different stages of the program, through a first year advisor, the faculty, and the Dissertation/Advisory Committee. These are relationships that can last a lifetime. Make sure you have a cordial relationship based on mutual respect and meet on a regular basis. Your advisors are your best source for information about your science, and they are best able to advise you about what you need.
to do to be competitive in the relevant job market. Your advisors also know about sources of funding you might use to support travel to conferences or to finance your dissertation activities. He or she could also give advice on conferences you should attend, experiences you should gain, and journals in which you should aim to publish your work.

Mentoring

Mentoring is a relationship. In graduate school, mentoring relationships develop over time between a graduate student and one or more faculty members, or with other professionals who have a strong interest in the student’s educational and career goals. The Council of Graduate Schools defines mentors as:

- **advisors**, who have career experience and share their knowledge
- **supporters**, who give emotional and moral encouragement
- **tutors**, who provide specific feedback on performance
- **masters**, who serve as employers to graduate “apprentices”
- **sponsors**, who are sources of information and opportunities
- **models of identity**, who serve as academic role models.

Take charge of your graduate education and find a mentor to help you understand how your goals and aspirations fit into your graduate education and postgraduate career choices. Some mentoring and advising activities are similar, but remember that not all mentors are advisors and not all advisors are mentors. We have assigned you a first year advisor to help you get started, but it is up to you to identify your mentor(s). There are two excellent publications to help you “Get the Mentoring You Want”. These can be found online at:

http://www.rackham.umich.edu/StudentInfo/Publications/StudentMentoring/contents.html
and
http://www.grad.washington.edu/mentoring/GradStudentMentor.pdf

Academic Integrity

“As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”
“ACADEMIC INTEGRITY POLICY
  A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.
  B. Academic dishonesty is further defined as:
     1. Giving, receiving, or using unauthorized aid on any academic work;
     2. Plagiarism, which includes the copying of language, structure, or ideas of another and attributing the work to one's own efforts;
     3. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner;
  C. All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.
  D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.”

Clemson University has a responsibility to protect academic integrity and to respond appropriately and expeditiously to charges of academic misconduct. Please review the graduate academic integrity policy at https://www.clemson.edu/graduate/students/policies-procedures/index.html. Each graduate student should read this policy annually to be apprised of this critical information.

First Year Review

During the second semester of first year of graduate work, all students must complete their First Year Review (See Guidelines in Appendix D) that includes:
  1) An annual progress report discussing courses taken, grades received, activities, achievements, and potential dissertation topic (if available); and
  2) A copy of their current vita.

Students should expect a formal request to complete their First Year Review from the First Year Advisor by the last week of January. Students should submit this report and their current vita to the First Year Advisor by the second week of March. The material will be reviewed by the faculty by the second week of April. The First Year Advisor will deliver faculty’s individual evaluation to students by the third week of April. After receiving their individual evaluations, students may be required to meet with the faculty to discuss their evaluation and student’s impressions of the graduate program. Students may also request these meetings. These individual meetings will be held during the last two weeks of May.
Evaluations

It is important that you know where you stand with your advisors, your research supervisor and the PhD program as a whole. You may receive written feedback from the faculty periodically, after the first year review, stating how the faculty view your progress and what is expected of you in the years that remain in your graduate program. If a letter is sent by the faculty, a copy of this letter is placed in your file. You may also submit a written response to these periodical evaluations, which will also be placed in your file. Additionally, you may request a meeting with the Graduate Coordinator to discuss any problems you have with an evaluation letter or process.

It is a good idea to ask your advisor, other faculty members, and your DC members how they think you are doing. This type of informal feedback can be extremely useful. It is also a good idea to periodically make a thoughtful self-analysis of your progress and goals.

Research Projects

Your dissertation is certainly an important research product; however, a successful graduate student should consider the dissertation to be only a part of the process in developing herself or himself academically and professionally. It is critical that you are involved with other research projects, varying the type and extent of your involvement on each so you get the most out of every experience. Take the lead on some aspects of your assistantship projects and a supporting role on others. Look for opportunities to be a first author on some papers and a contributing author on others. Find a balance in working on research projects. Do not spread yourself too thin so you cannot be meaningfully involved in any project. Watch for opportunities to present your work at national meetings. Ask your advisor about the possibility of travel funds such as those provided by the Graduate School and Graduate Student Government.

Your Curriculum Vitae (CV)

Start preparing a CV from your first day in Graduate School. Talk with your advisor about the format. The Career Center also provides information about developing vitas and resumes. Additionally, the Office of Teaching Effectiveness has information regarding the developing a professional E-portfolio.

Conflict Resolution

Students and faculty at Clemson University are a diverse group whose personalities, experiences and goals may vary widely. Most conflicts and problems that arise in this environment can be resolved without a formal grievance procedure. Informal resolution, where possible, is generally the best for all.
**Informal Resolution**

Students who believe they have a legitimate grievance should first discuss it with their advisor. In most cases the problem can be resolved at this level. If discussion with an advisor is inappropriate, discussion with the graduate coordinator, a senior faculty member or the Ombudsman may solve the problem. Campus offices such as the Graduate School or the Office of Access and Equity may also be of help.

**Formal Resolution**

A student may elect to file a formal grievance with the Graduate School. The student’s grievance must be in writing and is made to the Senior Associate Dean of the Graduate Dr. Frankie Felder. The Graduate Announcements contain the specific procedures for student grievances. Read them before you submit the formal grievance.

Grievances alleging discrimination, including harassment, by reasons of race, color, religion, sex, national origin, age, sexual orientation, marital status, or disability are filed with the Office of Access and Equity.

The University makes reasonable accommodation for students’ religious beliefs, observances, and practices in class attendance, the scheduling of examinations and work requirements. Students desiring accommodation of religious beliefs, observations or practices should make the request in writing. The student may appeal any adverse decision by the instructor to the Dean of the Graduate School. The student’s appeal must be in writing.

**Harassment**

Clemson University has instituted a zero tolerance policy with regard to harassment of any kind against employees, students, and non-employees. The University is committed to providing a harassment-free environment and prohibits retaliation against any individual who files a complaint or assists or participates in the investigation and resolution of a complaint. For the complete text of the Clemson University harassment policy and complaint resolution policy, go to: [http://www.clemson.edu/campus-life/campus-services/access/anti-harassment-policy.html](http://www.clemson.edu/campus-life/campus-services/access/anti-harassment-policy.html).

**Definition**

“In general, harassment is unwelcome verbal or physical conduct based upon race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as a military veteran or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process) that unreasonable interferes with person’s work or educational performance or creates an intimidating or hostile work or educational environment. Examples may include, but are not limited to epithets, slurs, jokes or other verbal, graphic or physical conduct” (Office of the General Counsel).
Funding Your Graduate Education

As you pursue your PhD at Clemson University, it is likely that one of your concerns is how to fund your studies and cover your living expenses. Take an active role in securing funds for your graduate education. You are expected to submit a proposal for external funding during your third or fourth year. Use the internet to investigate funding options. Apply for sources of external support and do not overlook small funding ($200 to $1,500) options. These awards might cover books and supplies, travel to a conference, or support for dissertation activities.

The following list identifies some of the sources of funding. Additional information will be provided in the sections that follow.

- Personal Funds – yours, your family’s, or a benefactor’s
- Loans – credit union, bank, federal student loan programs
- Fellowships from CU sources, Graduate School
- Teaching Assistantship
- Research Assistantship
- Employment on campus
- Employment off Campus
- Awards from extramural funding sources
- Conference travel funds (Graduate Student Government)

You are strongly encouraged to seek external funding. If you receive an award from an extramural funding source, this provides significant advantages. It will have an impact when you submit funding proposals in the future and ultimately in your job search, especially if you are likely to seek employment at an educational institution, a public service organization, or a non-profit agency.

Need-based Financial Aid Loans

This option initially requires less effort and initiative, but eventually is more painful. When you have completed your degree program, or if you choose not to continue your education, you will be obligated to begin repaying your loans. In addition, there is a maximum amount that you can obtain from any source. It is important that you exercise caution so you will not have an excessive amount of loans to repay.

If you are considering a loan, consult with the Office of Financial Aid (Sikes Hall) to obtain information about the loan process.

To qualify for financial aid, a student must meet the following criteria:
- Be a U.S. citizen, permanent resident, or an eligible non-citizen
- Enrolled at CU in a degree-seeking program. The only non-degree graduate students who can receive federal loans are those pursuing a teaching certificate.
- Making satisfactory progress in completing a degree program, according to U.S. standards.
- Enrollment is required, and the loan amount available depends on whether it is full time or part time.
- Not be in default on any federal educational loan.
- Not owe a refund on any federal educational grant.

**Financial Aid Loan Programs**

Some programs such as the Pell Grant, which supports undergraduate students, are not available to graduate students. The options for graduate students and specific criteria are outlined below. If you are an international graduate student, you cannot receive support from federal loan programs, but you do qualify for Graduate School fellowships and for many extramural funding programs. For any of the following options, graduate students must complete the Free Application for Federal Student Aid (FAFSA) Form to determine how much they may receive.

**William D. Ford Federal Direct Loan Program— Subsidized (FFDL-S)**

- Eligibility for borrowing from this program is determined by the results of the FAFSA.
- The yearly maximum you can borrow is $8,500, and the cumulative maximum is $65,500.
- The interest rate is variable with an 8.25% cap, and the federal government pays the interest as long as you are enrolled at least half-time and during the 6-month grace period.

**William D. Ford Federal Direct Loan Program— Unsubsidized (FFDL-U)**

- The amount you can borrow is determined by the results of the FAFSA and the cost of education minus other financial aid or support.
- The yearly maximum is $10,000 plus any yearly amount not borrowed on the FFDL-S, but not to exceed $18,500 for the two programs.
- The interest rate is variable with an 8.25% cap.
- Students are responsible for the interest while enrolled and it allows a 6-month grace period that can be deferred.

**Federal Perkins Loan Program**

- This program is restricted to out-of-state students.
- Eligibility is determined from the FAFSA and the availability of federal funds at the university, after FFDL-S/FFDL-U has been used. Funds are borrowed from (and repaid to) the university.
- Yearly maximums are set by the Financial Aid Office, but not to exceed the $6,000 federal maximum.
- The interest rate is 5%, but it is interest free while enrolled and during the 9-month grace period.

**Other Employment Opportunities**

Additional hourly employment opportunities exist on campus. Aramark Food Service needs part-time help to cater banquets and help with meal service on campus (meal and
pay). The Clemson University Police Department hires security personnel for special events such as concerts and basketball games. The University also maintains Tiger Pool. Departments call Tiger Pool to request hourly help such as typing. Self-employment is also an option that many graduate students choose because it allows flexibility in their schedules. There is a demand for tutoring from undergraduate students. Other options include house sitting for faculty and staff or reading documents onto tapes for disabled students (contact Disability Services).

**Funding from Extramural Sources**

There are many funding sources from external organizations that support graduate students in their doctoral studies. When you begin to search for a position, you will have a tremendous advantage if you can demonstrate that you have experience with submitting funding proposals to external sources. Increasingly today, position descriptions appear with the words “grant-writing experience” as either a required or preferred skill. In addition, if you have received an award from a nationally competitive program, your subsequent proposals will be considered more favorably. While you are a graduate student, you are in an optimal position to learn the process of writing funding proposals, a position that is unlikely you will ever experience again. Your academic advisor, research supervisor and your peers are here to review your proposals. The graduate school, colleges and the PhD program hold seminars and workshops to help with proposal writing.

For a more detailed description of extramural sources of funding, as well as fellowships, and scholarships to support area studies, internship and dissertation please see Appendix E.
Chapter 8:
Graduate Students
Assistantships:
working at Clemson
University and YFCS
Graduate Students Assistantships: working at Clemson University and YFCS

Graduate students in good standing in the IFCS PhD program may be supported as Graduate Research Assistants (GRAs). Students supported on assistantships receive a stipend to assist with living expenses while the student pursues his/her degree. Students on assistantships usually receive a partial tuition waiver. Stipends are set according to the Department’s policy. Funds for research assistantships come from faculty research grants or the university.

Graduate student assistantships provide graduate students with financial resources necessary to complete their degrees. Students who hold assistantships experience educational and professional benefits. The responsibilities and benefits of assistantships vary, but, in general, students gain further instruction in techniques in their fields, hone their research skills, including leadership, intellectual effectiveness, and performance evaluation, and have collegial collaboration with advisors that result in joint publications.

Students employed by the YFCS as graduate assistants (GAs) will work in these assistantships for either 10 or 20 hours per week. Our goals for the assistantship process are to:

- facilitate diverse learning experiences for individual students;
- ensure efficiency of access to assistantships by faculty and staff; and
- ensure an equity of workload among GAs.

At the beginning of each fall semester, an assignment will be posted listing the faculty principal investigator (PI) of the project as well as a general description of the types of work in which you will be involved. It is your responsibility to make the initial contact with your PI within the week of the posting of assignments.

Research Assistantships

A graduate student is assigned to work for a professor on a research project and, while doing so, is supported as a Graduate Research Assistant (GRA). For research assistants, there is a distinction between activities that contribute directly to the student’s research or academic career, and activities that contribute primarily to the scholarship of others. In the first category are GRAs whose dissertation research is related to the research project to which they are assigned. Students and faculty will be co-authors on publications that result from the faculty’s research. However, the student’s dissertation project, must be independent research that was conceptualized by the student. For example, the student develops a new way of conceptualizing and analyzing existing data, or administers a new questionnaire to subjects in the ongoing research. Research assistants commonly devote many hours to such activities, and it is extremely difficult to separate out the number of hours spent “on the assistantship” and the number of hours spent on the student’s project. GRA in this category should understand clearly the faculty supervisor’s publication and intellectual ownership policies, and any changes throughout the association should be communicated to the student.
In the second category of research assistants are GRA whose duties support the research of the faculty. Their work on the assistantship is unrelated to their dissertation work. Students may or may not be invited to participate as authors of publications or presentations. GRA who have these appointments should spend a maximum of 20 hours per week on assistantship activities over the course of their appointments.

The duties of a GRA will be provided by the faculty member in charge of the project. Each graduate research assistant will clarify with their research supervisor his or her responsibilities and duties regarding the research. All GRAs need to submit a schedule to their supervisor specifying the days and hours of work. This schedule should be submitted at least a week before beginning of their work assignment. The supervisor will instruct the GRA on the on-line reporting system. The student’s performance is reviewed at the end of each semester. Graduate Research Assistantships are 12 month appointments. Assistantships are assigned on a year-to-year basis. Renewal is at the discretion of the Department.

The research supervisor will provide an orientation regarding the research project in which the GRA will be working. Other project staff members are also available to assist. Graduate students will find that the Department’s faculty are busy with teaching, research, meeting grant deadlines and funder’s expectations. GRAs must learn to ask for assistance when needed. However, as the student becomes more experienced, he or she is expected to become more self-directed.

The tuition waiver that accompanies the research assistantship is not taxable. Assistantship stipends are taxable, and state and federal taxes are withheld from stipends. International students should make an appointment to meet the International Hire specialist in the Administrative Services Building (108 Perimeter Road, Clemson University; http://www.clemson.edu/employment/contact_hr/) to discuss their taxes. The United States has different tax treaties with different countries, so the tax rate varies.

**Payroll and Paydays**

All Clemson University employees are paid bi-monthly, the 15th and the last day of each month throughout the year. Your first paycheck will be issued in a timely manner after completing the required paperwork. If you have questions about the amount of a check, please discuss this with Shelli Charles.

**Holidays and Personal Leave**

Graduate students are entitled to take as holidays the days on which the University is officially closed. The Human Resources website lists specific holiday dates (http://www.clemson.edu/employment/benefits/holiday.html). Clemson University does not provide vacation for graduate assistants. However, it has been YFCS policy to allow graduate assistants to earn up to 10 days of vacation per academic year. By University policy, you may request up to 4 weeks of unpaid leave annually for your own or a family member’s illness or a death in the family. Up to 6 weeks of unpaid maternity leave is also provided. Personal leave should be taken so there is minimal interference with research
projects. Any leave beyond this allotment requires approval from the research supervisor and notification of the Graduate Coordinator and Department Chair. Students will not normally receive a departmental stipend for an extended leave beyond that indicated above. GRAs are not paid for unused leave nor are they allowed to carry their days over from one academic year to another. You will need to submit a written request to your supervisor for time off if you plan to be absent on days you are otherwise scheduled to work or will not be able to put in the number of hours you are scheduled to work in any given week. Submit the form to your supervisor for approval.

<table>
<thead>
<tr>
<th>University Holidays</th>
<th>Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>1</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>1</td>
</tr>
<tr>
<td>Spring Break</td>
<td>1</td>
</tr>
<tr>
<td>Independence Day</td>
<td>1</td>
</tr>
<tr>
<td>Fall Break</td>
<td>1</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>2</td>
</tr>
<tr>
<td>Christmas</td>
<td>5</td>
</tr>
<tr>
<td>Optional Holiday*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

*Employees must schedule with their supervisor’s approval a specific day off, referred to as an optional holiday. Optional holiday requests should be submitted through the online leave system. After supervisory approval, the request will show as pending until the agreed date passes.

**Outside Employment**

One of the purposes of research assistantships is to support the student’s living expenses during his or her graduate studies. Therefore, it is the policy of the Institute to discourage students from outside employment if the assistantship is a full time appointment of 20 hours per week. Exceptions to this policy are temporary consulting and/or tutoring jobs. Federal law does not permit international students to work off-campus.

**Graduate School Policies**

All appointments for assistantships must be processed on the Graduate Assistantship Tuition Remission form. Institute staff will complete all payroll forms for GRA appointments.

A minimum enrollment is required for appointment as a graduate assistant. During the academic year, the minimum is nine semester hours for all graduate assistants. Minimum enrollment in the summer sessions is three semester hours per session. Undergraduate credits may be included in the minimum, provided they are relevant to the student’s degree program and required by the advisory committee. Credits in GS-799 may be included in the minimum in unusual cases if cleared in advance by the Graduate School.

Assistantships may be terminated by the Institute for poor performance, failure to meet academic requirements (GPA or credit hours), or lack of research or university funding.
Every effort will be made to give adequate notice if your assistantship is being terminated. Read the Graduate Announcements section on assistantships for more information.

**Office Procedures**

Office supplies, the copier, and the FAX machine are located in room 2038 Barre Hall and in Suite E3 at the University Center in Greenville (UCG). Office supplies are used for work associated with assistantships. If supplies need to be ordered, contact your research supervisor. Jessi Wilson orders all supplies.

Students are responsible for copying materials requested by the faculty or related to your assigned research project. Be sure to type in the correct code when making copies, as all copying is charged to specific contracts or grants.

Please do not use the copier for book chapters, articles, and other material that you will use for classes, unless specifically directed to do so by the course instructor. Copying in volume is expensive and we are not able to support copying for personal use, even when connected with your academic program. Please look for electronic copies of materials or ask your instructor to distribute an electronic copy.

**Office Space**

Students have shared office space in the Graduate Studies Room (room 2032 in Barre Hall) at Clemson and shared open space at the University Center. Students working on their dissertation can apply for a carrel at the Cooper Library.

**Mailboxes**

Student mailboxes are located in Barre Hall at Clemson and in Suite E3 at the UCG. See YFCS staff for a key to Barre Hall at Clemson or a key to the door at the UCG.

**Communication**

PhD program and Institute announcements will be sent by E-mail (Clemson address) or hard copy. It is important to check both places for mail.

**Teaching Assistantships**

The Institute does not offer an undergraduate or Master’s degree and, therefore, does not offer Graduate Teaching Assistantship (GTA) appointments. Students wishing to gain classroom teaching experience should talk with their advisor regarding opportunities with other departments. The Language Department is usually looking for GTA to assist with language courses.
Chapter 9: Taking Care of Yourself
Taking Care of Yourself

For graduate students, taking care of yourself means being able to balance your academic life with your physical, emotional, and spiritual needs. While you are in graduate school, it is important that you eat healthy foods, exercise, rest, find effective ways to deal with stress, and feel connected to your community. This section will highlight some opportunities to live a balanced life during graduate school.

Health Services

University Health Services are provided at the Redfern Health Center. The following services are provided by Redfern:

- Routine health care, medical treatment of injuries and illness, flu and allergy shots, and travel check-ups
- Counseling for stress reduction, smoking cessation, nutrition
- Counseling and psychological services
- Relationship and sexual violence services
- Laboratory, pharmacy and radiology services
- Women’s clinic

The appointment line for medical services is (864) 656-1541. For counseling and psychological services, the number is (864) 656-2451.

Additional health education and health services are provided at the Sullivan Center in 101 Edwards Hall; (864) 656-3076. Nurse practitioners are the primary providers and they offer health risk appraisals (physical exam, cholesterol screening, blood chemistry profile and Hemogram), health management and sick care, and immunizations. Your family members are welcome to use the health services at the Sullivan Center. Their charges for services are much lower than local physicians. Go to their website for more information about services and prices (http://www.clemson.edu/centers-institutes/sullivan/).

Health Insurance

The University provides a student health insurance plan. For more information about the policy go to: http://grad.clemson.edu/HealthInsurance.php.

Disability Services

If you have a diagnosed physical, mental or learning disability, contact the Office of Disability Services for information and help. They are located in G-4 in the Redfern Health Center; (864) 656-6848.
Area Health Centers and Hospitals

- Clemson Health Center (AnMed Health & Oconee Memorial Hospital)
  885 Tiger Blvd (Hwy 123)
  Clemson, SC
  (864) 654-6800

Primary care and diagnostic services. They also have an Urgent Care Center (no appointment needed) that is open on weekdays and on Saturday (10 AM to 6 PM) and on Sunday (1 PM to 6 PM).

- Clemson Eye
  931 Tiger Blvd
  Clemson, SC
  (864) 654-6706

This office has both a Board Certified Eye surgeon and an Optometrist.

- Oconee Memorial Hospital; Greenville Health System
  298 Memorial Dr. (Hwy 123)
  Seneca, SC
  (864) 482-3100
  http://www.ghs.org/locations/oconee-medical-campus

This hospital is seven miles from Clemson University. The hospital has an Emergency Center.

- AnMed Health
  AnMed Health Medical Center Campus
  800 N. Fant St.
  Anderson, SC
  1-800-825-6688
  www.anmedhealth.org

This hospital is located 17 miles from Clemson University. This hospital has an Emergency Center.

- Greenville Health System, University Medical Center
  Greenville Memorial Medical Campus
  701 Grove Road.
  Greenville, SC
  864-455-7000
  http://www.ghs.org
The Medical Campus has many specialty centers as well as a Level 1 Emergency Trauma Center. The Greenville Memorial Medical Campus is located about 40 miles from Clemson.

**Staying Healthy**

We all enjoy eating, and as a graduate student there is a temptation to skip meals or just grab a slice of pizza. As a graduate student with a busy research and class schedule, it is important to eat right. Try to eat a variety of whole grains, vegetables, fish and chicken, lean meats, tofu or other protein substitutes, and low-fat or fat free dairy products. Also, the size and portion should be considered when consuming food. Bring your meal to campus and warm it up in the microwave rather than eating junk food from the vending machine. Many healthy food choices can be found at different vendors located on campus.

**Exercise**

Exercising is a great way to reduce stress, anxiety, depression, and, of course, maintain your health. Clemson offers many opportunities for exercise. Use the Fike Recreation Center. Besides the pool, walking track, weights, and exercise machines, the center offers a variety of exercise and recreation classes. Many students also walk or jog around campus. The South Carolina Botanical Gardens has a number of trails, and there is a great trail across the earthen dike that begins at the Madren Center.

The Upstate of South Carolina offers white water rafting, kayaking, swimming, boating, and fishing in the numerous lakes and rivers. Hiking or biking opportunities are plentiful with our scenic mountain trails and winding country roads. You can also explore small towns, visit museums, and Native American exhibits, attend local festivals, and explore plantations. Take a break from your studies and research and enjoy an outdoor activity. The following websites provide information about the Upstate and South Carolina:

http://discoversouthcarolina.com
http://www.southcarolinaparks.com

As you get involved in your graduate program and research, it becomes harder to make time for exercise. Make exercise a priority. Staying healthy and establishing healthy habits are as important as studying. Find an activity that you enjoy and you will stick with it for a lifetime.

**Stress and Coping**

Graduate School can be a stressful experience. Fellow classmates and your advisor are important sources of support, but sometimes you need professional help. Clemson’s Counseling and Psychological Services (CAPS) provides free short-term counseling. Call for an appointment at (864) 656-2451. There is also a free 24 National Graduate Student Crisis Line 1-877-GRAD-HLP (472-3457). Find coping strategies to help you
manage the challenges of graduate school. Remember to keep things in perspective and maintain a balance between work and life.

**Spirituality**

Graduate school provides the opportunity to learn more about your faith, values, and beliefs. Get to know those who share your beliefs as well as those who do not. The campus phone directory lists “Campus Ministries to Students”. Staff at the Gantt Intercultural Center can also help you make contact with religious/spiritual leaders [http://www.clemson.edu/centers-institutes/gantt/index.html](http://www.clemson.edu/centers-institutes/gantt/index.html)

**Campus Safety**

Is this campus safe? In relative terms, yes, it is. There is very little violent crime (assaults, robberies, rape) in Clemson or on campus. The most common crime on campus is theft, especially computers. This is a beautiful campus located in a rural area, but that does not mean we are immune from crime. Here are some basic precautions:

**Housing/campus**

Lock your doors, both at home and when you leave work at night. It is also good to lock your office door whenever you are gone even for a few moments. The staff leaves at 4:30 PM, and by 8:00 PM the Barre Hall and University Center buildings are mostly empty. You will find some graduate students and faculty working late, and the housekeeping staff arrives around 11:00 PM. When working after hours in Barre Hall and University Center buildings, it is a good idea to keep your door locked. If you are leaving late and want an escort to your car or the bus stop call the campus police at (864) 656-2222.

**Personal information**

Keep your identification close to you at all times. Do not lend your passwords, pin numbers, or credit cards to anyone. If someone takes your credit cards or ID notify the police and credit card companies immediately.

**Car**

Park your car in well-lit areas especially if you are working late at night. If you know you will be working after 4:30 PM move your car closer to the building. Have your keys ready when you leave the building.

**Late Night Transportation**

“Safe rides are provided via Tiger Transit to university students, faculty, staff and visitors between 6 p.m. and 6 a.m. to and from any campus location. The Student Patrol provides the support for this service, with police officers supplementing this program during peak times and early morning hours. To request Tiger Transit call 864-656-3333. During peak traffic times surrounding home football games this service may not be available.”
Walking/hiking

Let people know where you are going and when you plan to return. Walk/hike with a buddy. Be careful crossing the street. It is not the custom in South Carolina to stop for people crossing the street unless there is a crosswalk.

Drinking

Use good sense when consuming alcohol. Take the CAT bus service if you imbibe too much. Drinking on campus is permitted only in a few designated areas. If you desire counseling related to alcohol use contact the Redfern Health Center, https://www.clemson.edu/campus-life/campus-services/redfern/alcohol/.
Appendixes
Appendix A: GS2 Form, Plan of Study
Plan of Study

The GS2 is online and accessible through iRoar. Submitting a GS2 is a 2 step process that includes A) Committee Selection and B) Plan of Study. Below are the steps to navigate the GS2 online.

Degree-seeking master’s and specialist’s students must submit the GS2 by the middle of their second semester. Doctoral students must submit the GS2 no later than the beginning of their fourth semester of study. The final version of the student’s GS2 must be on file by the date specified by Enrolled Services (graduation deadlines can be found on the deadlines page), or a late fee of $25 for the first day and $5 for every additional day will be charged.

1. Go to the iRoar portal and select the "Current students, faculty and staff" option (login required).

2. On the next screen click the iRoar button located under the "Current and Future Terms" heading.

3. From here click the Student button.

4. Select the Registration tab that appears just below the student button, and you should now see several options including the GS2 links.

From here you have access to both the GS2 Committee Selection and to the GS2 Plan of Study. Please review the Policies and the Helpful Tips below before you move forward in setting up your plan of study.

TIMELINE — Student must select his/her committee and get approval prior to the submitting of the actual plan of study. Degree-seeking master’s and specialist’s students must submit the GS2 by the middle of their second semester. Doctoral students must submit the GS2 no later than the beginning of their fourth semester of study. Under the approval process a student must select his committee and get approval of the committee and all other parties prior to the submitting of the actual plan of study.

Plan of Study Policy

Policy: A degree-seeking student must file a Plan of Study or graduate degree curriculum (Form GS2) in accordance with the Office of Enrolled Student Services’ timeline. The Plan of Study must be filed near the beginning of each student’s program of study. Students pursuing the master’s or specialist’s degree must submit the curriculum by the middle of their second semester following matriculation and doctoral students must submit the curriculum no later than the beginning of their fourth semester of study.
following matriculation. Students who do not submit their Plans of Study in accordance with these guidelines will have their privilege to register for courses blocked until the Form GS2 is received by the Office of Enrolled Student Services. Since fixed curricula normally do not exist for graduate degrees, this planned program represents an individual student's curriculum as recommended by the advisory committee. It must adhere to departmental as well as University policies. All transfer courses listed on the GS2 must be courses taken for credit from accredited degree-granting institutions whose scholastic reputation is acceptable to Clemson University.

**Procedure for student:** The student must consult with the major advisor and other members of the advisory committee to agree on the appropriate courses and other experiences necessary in order to earn the intended graduate degree. Before a Plan of Study (Form GS2) is officially approved by the Graduate School, it must be signed by the student, the advisory committee, departmental chair and college dean. It is then forwarded to the Office of Enrolled Student Services for approval and distribution. Students are not allowed to submit preliminary Plans of Study thru the electronic Work Flow but many departments recommend students to do this as being part of the normal planning process. The Plan of Study may be created as a document for approval on the student’s Self Service Banner Portal under the Student registration tab and labeled GS Plan of Study.

Advisory committee, Selection Procedure

**Policy:** Every student enrolled in the Graduate School must have an advisory committee. The advisory committee approves the student's degree curriculum, supervises the graduate program, administers the final oral examination (if required), and initiates the recommendation for the awarding of the degree. In addition, the advisory committee may administer qualifying (or preliminary) or final comprehensive examinations. One member of the committee is designated as chair or major advisor and normally directs the student's dissertation or thesis, if required.

**Procedure for student:** A student must select an advisory committee in consultation with the department chair or graduate program coordinator. Students should refer to their graduate program handbooks for proper program procedures for selecting this committee in accordance with the rules of their specific program. Once advisory committee members are selected and approved, the student, department and committee members are notified of the fully constituted committee by means of the approved Plan of Study (Form GS2).

Advisory committee, composition

A minimum of three faculty members are to be selected by a student seeking a master's or specialist's degree, and a minimum of four faculty and maximum of five members are to be selected by a student seeking a doctoral degree. Selected non-thesis and master's in engineering programs may only have a chair and no other members. The majority of the advisory committee, including the major advisor, must be comprised of Clemson University faculty who hold full-time, tenure-track positions. Either the major advisor or at least half of the committee must hold rank in the program offering the degree. If a minor is declared, this area must be represented on the committee. Emeriti faculty may serve as advisory committee members but may not serve as chair of the advisory
committee. Committee members of interdepartmental programs are to be appointed according to bylaws formulated by the program faculty and endorsed by the Graduate School that assure appropriate representation of the participating departments. Part-time visiting and other non-tenure-track faculty employed by Clemson University may serve on the advisory committee but may not serve as chair. Persons not employed by the University may serve on the advisory committee; if they serve as one of the statutory members of the committee, they must be appointed to adjunct faculty status. All duly appointed committee members have full voting status on the outcomes of all examinations given by the committee. It is possible for co-chairs to direct the activities of the advisory committee. This special arrangement must be made with the consent of the dean of the Graduate School.
Appendix B: Course Waiver Request Guidelines and Form
Course Waiver Request Guidelines

Course Waiver and Transfer Credit
Within specific guidelines, students in the IFCS PhD program may apply for transfer credit or course waiver for any graduate-level courses taken outside of the program. This includes all courses taken at other schools within Clemson University or other regionally-accredited institutions. All requests for course waivers will be considered on an individual basis by an appropriate IFCS Faculty Committee. Grades assigned to transfer credits and waived courses are not included in the calculation of the student’s grade point average (GPA) at Clemson University.

General Requirements for Course Waiver
- Current IFCS PhD students may petition to be waived from core course requirements based on previous coursework. Relevant courses must have been taken within the past five years.
- Students must have earned a grade of B (3.0) or better in the classes in question.
- Students must complete a Request for Course Waiver Form and provide the requested documentation to the IFCS Faculty Committee.
- To submit Transfer Credit request students must follow Graduate School guidelines (See Grad School regulations at the end of this document).
- For course waiver requests, students may be asked to demonstrate their proficiency in the material. The decision to grant a waiver is at the discretion of the IFCS Faculty Committee.
- Granted waivers will not reduce the overall number of course credits required to complete the IFCS PhD program (At Clemson University, a minimum of 30 credits past the masters and 60 credits past the bachelor’s degree, inclusive of research credits, are required to earn the doctoral degree. A minimum of 18 credits of doctoral research is required. A minimum of 12 credit hours of non-research coursework is required. http://gradspace.editme.com/AcademicRegulationsDthruZ#doccourse)

Core Course Waiver Process
Welcome to Clemson University! As you prepare to join us this fall, you need to make some curriculum decisions that may affect your program schedule. An overview of the IFCS PhD Program core curriculum and degree requirements is available at https://www.clemson.edu/cbshs/departments/family-community-studies/academics/phd-requirements/index.html. We encourage you to familiarize yourself with this information before pursuing a waiver.

The IFCS PhD Program Core Course Curriculum consists of an integrated set of core courses which will help you develop a foundation on family and community life. Blending the humanities, the social sciences, and various professional disciplines, the program may be unique in its integration of normative analysis (i.e., philosophical, legal, and religious studies), empirical research, and community development. With a foundation in the study of human rights as applied to children and families around the world, the program builds a comparative understanding of U.S., foreign, and international law and policy on child and family issues and of the significance of democracy for the
well-being of individuals, families, and communities. Elective courses build on that foundation, allowing you to focus on your area of interest while completing degree requirements.

- Due to work and prior classroom experience, some of you may consider whether or not you would like to waive one of your core courses. If you are approved to waive a core course, you will have more time in your program for additional electives.
- Use the information included in this document to determine if you are eligible to waive a core course or degree requirement.

NOTE: No credits toward degree are granted for waived courses, regardless of the method used to waive.

Which courses/degree requirements can be waived?

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 8100</td>
<td>Life in the Global Community</td>
<td>(required)</td>
</tr>
<tr>
<td>FCS 8110</td>
<td>Human Development and Family Life in Cultural Context</td>
<td>(required)</td>
</tr>
<tr>
<td>FCS 8360</td>
<td>Cultural Area Studies</td>
<td>(required)</td>
</tr>
<tr>
<td>FCS 8200</td>
<td>International Human Rights Law</td>
<td>(required)</td>
</tr>
<tr>
<td>FCS 8510</td>
<td>International Law and Policy on Children’s Issues</td>
<td>(elective)</td>
</tr>
<tr>
<td>FCS 8520</td>
<td>The Right to Health</td>
<td>(elective)</td>
</tr>
<tr>
<td>FCS 8300</td>
<td>Community Development: Principles and Practices</td>
<td>(required)</td>
</tr>
<tr>
<td>FCS 8310</td>
<td>Community Transformation</td>
<td>(required)</td>
</tr>
<tr>
<td>FCS 8320</td>
<td>Policies and Programs in Human Services</td>
<td>(elective)</td>
</tr>
<tr>
<td>FCS 8330</td>
<td>Humanitarian Assistance</td>
<td>(elective)</td>
</tr>
<tr>
<td>FCS 8900</td>
<td>Research Project</td>
<td><em>(May be waived for students with a Master’s Degree)</em></td>
</tr>
</tbody>
</table>

What courses/degree requirements cannot be waived? Four research courses are required. Although any of the following courses may be waived, students must still take 12 credits (four courses) of research courses from YFCS or offered at other graduate programs.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 8130</td>
<td>Research Methods in Int’l Family and Community Studies I</td>
</tr>
<tr>
<td>FCS 8340</td>
<td>Research Methods in Int’l Family and Community Studies II</td>
</tr>
<tr>
<td>FCS 8400</td>
<td>Topics in Societal and International Research</td>
</tr>
<tr>
<td>FCS 8920</td>
<td>Special Topics: Secondary Data Analysis</td>
</tr>
<tr>
<td>FCS 8920</td>
<td>Special Topics: Program Evaluation</td>
</tr>
</tbody>
</table>

There are two different methods to justify your core courses waiver request

Waiver request, based on:
- Academic experience
- Professional Experience

How to Submit a Waiver Request

Waiver requests are granted by showing mastery and requisite knowledge of the course material through either previous academic experience, prior completion of graduate level coursework at a regionally-accredited university, and/or professional experience.

1. Complete a Core Course Waiver Request Form for each course you wish to waive.
   List only one course per form.
2. Submit the required supporting documentation. Waivers will not be accepted without attached documentation.
   a. Waivers based on prior academic experience must submit a transcript or scanned copy of a transcript, with the relevant coursework highlighted. Course syllabi should also be attached to allow faculty to review your academic experience.
   b. Waivers based on professional experience must include a resume as well as any other relevant documentation that demonstrate the applicant’s mastery of the core course’s contents; such as technical reports and publications.
3. Submit the Core Course Waiver Request Form and the required supporting documentation before the applicable deadline (noted in the following section). Submissions may be emailed to: ared@g.clemson.edu.
4. Waiver Request Deadlines
   • During orientation week, two sessions will be held to allow students to meet with the first year students’ advisor. At this meeting, students will be able to review with the first year advisor relevant coursework and potential waivers. Students should come to this meeting prepared by, familiarizing themselves with the IFCS PhD core course descriptions, as well as their previously approved graduate level courses and professional experience. Students desiring to justify their waiver request by professional experience should bring a copy of their vitae.
   • The deadline for submitting your waiver request is the last day of August each year. Meeting this deadline will enable us to process your requests and provide you with waiver decisions in time for you to complete your program of study (GS2 Form) for submission to and approval by the Faculty Committee.

What do I do after I receive my waiver results?
For each class that you have submitted a waiver request you may be in one of two situations:
  1) You successfully waived the class and need to take another course in its place (waiver of a core course does not earn you credits toward the IFCS PhD degree) to comply with the number of credits required in a curriculum emphasis area (i.e., Family and Community Life, Human Rights and Social Justice, etc.).
   • Register for another course offered by YFCS. The Schedule of Courses published by YFCS will list the classes offered each term.
   • Consider graduate level courses in other programs at Clemson University. Courses typically must be listed at the 500 level or above to receive credit toward the IFCS PhD degree.

2) You were denied your waiver request and must now take the core course.
   • If your waiver request for a particular core course is denied you must take the core class when offered.

Advice on Waiving Core Courses: Some Pros & Cons
Because each of the IFCS PhD core courses will provide you with skills that will contribute to your success in other coursework as well as your professional career, the
decision to waive a core course should not be taken lightly. However, we do encourage our students to seek course waivers in subject areas where they believe they have extensive backgrounds.

**Advantages of Waiving**
- Avoid review of familiar material.
- Concentrate on your area of interest right away. Waiving a core class allows you to begin taking elective classes immediately in your desired area.
- Explore different subject areas. If you are undecided about your career direction, taking an elective early exposes you to different topics and may help narrow your focus.
- Vary your schedule.

**Disadvantages of Waiving**
- Core courses cover all the basics. If you have had experience in one subject area, but don’t plan to take any further courses in the field, the core may be a good place to review the basic principles. The core courses also provide an excellent way to brush up on basics before taking more in-depth courses in that area. Core courses do cover a lot of challenging material in a short time, and you may encounter new ideas that you didn’t see in your previous academic experience.
- You will miss interaction with your fellow classmates. Waiving more than one core course can limit your opportunity to get to know and learn from others the program.
- Many elective classes may be closed as some electives might be filled. If you do waive a core course, you’ll need to be flexible.

**Summary of Things to Do**
1. Review the curriculum and degree requirements, as well as the course descriptions on our website.
2. Review the Course Waiver Guidelines. Evaluate the course descriptions and waiver requirements in light of your previous course work and work experience.
3. If you feel you may qualify for a waiver request, complete a Core Course Waiver Request Form for each course you wish to waive. Ensure that all supporting materials (transcripts, syllabi, resume, explanatory notes, etc.) are attached as noted in the “Waiver Requirements” section for each course for which you are submitting a waiver request.
4. Submit all waiver requests to the IFCS Faculty Committee, by email to ared@g.clemson.edu, no later than August 29, 2014.

**Plan of Study (GS2 Form)**
After receiving the results of your waiver request, you will prepare your plan of study by completing the GS2 Form. Your doctoral plan of study is an extremely important document, so make sure you put a lot of thought into preparing it. You will work with Dr. Arelis Moore, first year advisor, to complete your GS2 Form during your first semester. The GS2 will be submitted to the Faculty Committee for approval during your first semester of studies. The Plan of Study contains information about:
- The courses you have already taken and plan to take
- The number of dissertation credits (FCS 9910) credits you plan to take
- The number of transfer credits
- Waved courses
Your committee members

It is expected that students will file the GS2 form by the end of their first semester of study. The Faculty Committee will review, approve and sign the GS2 and send to the Dean for approval. Once approved, the GS2 form is filed with Enrolled Services (Sikes Hall, Room 104 D). If changes are made, the GS2 form may be amended. A final GS2 form should be submitted to Graduate school before graduation, reflecting the courses you actually took and when.

**General Requirements for Transfer Credit**

Clemson University, Graduate School Policy

[https://www.clemson.edu/graduate/students/policies-procedures/index.html](https://www.clemson.edu/graduate/students/policies-procedures/index.html)

All transfer credits must be verified by an official transcript from the institution at which the work was completed. Up to 48 credit hours of coursework may be transferred to a doctoral degree. All credits transferred to Clemson's graduate programs must have been completed at a regionally-accredited institution. Credits may be transferred for work completed at off-campus centers of accredited institutions, provided such courses are acceptable, without reservation, in degree programs at those institutions. In all cases, the use of transfer credits must be recommended by the student's advisory committee and approved by the department. Grades earned for courses taken at institutions other than Clemson University will not be included in the student's grade point ratio. Courses to be considered for transfer credit completed outside the six year time limit may not be transferred to Clemson. Courses taken at any institution other than Clemson University may not be revalidated for transfer credit at Clemson. Valid transfer credits will appear on the student's transcript as credits earned.

Under no circumstances will transfer credit be awarded for courses in which a grade lower than B, or its equivalent, has been received or for courses graded on a pass/fail basis, for continuing education units, courses completed outside the six-year time limit, correspondence, extension, or in-service courses or for concentrated courses and workshops that award credit at a rate exceeding one credit per week. All transfer courses listed on Form GS2 must be courses taken for credit from a regionally-accredited, degree-granting institution whose scholastic reputation is acceptable to Clemson University.

**Procedure for student**: To have courses considered for transfer, students must discuss their plan to use specific courses from other institutions with their major advisor and/or advisory committee. Within the guidelines established by the Graduate School, the advisory committee will identify courses acceptable for transfer and will record these courses on the student's Plan of Study, Form GS2. The student must then have an official transcript sent from the institution(s) where credit was earned to the Office of Enrolled Student Services, 104D Sikes Hall. Only when courses have been verified by Enrolled Services to meet all Graduate School requirements will they be approved for application toward the degree.
Course Waiver Request Form

Name________________________________________________

Email____________________________________________

Undergraduate School:_____________________________________________

Major:____________________ Degree:______________________

Graduate School:_____________________________________________

Major:____________________ Degree:______________________

Graduate School:_____________________________________________

Major:____________________ Degree:______________________

Student Signature:______________________________________________________

Course Requested: Code__________ Name:_________________________

Relevant Coursework (Transcripts and syllabi must be attached)

<table>
<thead>
<tr>
<th>School</th>
<th>Course Title</th>
<th>Course #</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Date Taken</th>
<th>Textbook</th>
<th>Topics Covered</th>
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Relevant Work Experience (Attach Resume):
Brief explanation of relevant work experience (Please use additional pages to expand this section, if needed)

List attached relevant documents that support your work experience

Faculty Decision: On the basis of your prior coursework and experience, your request to waive the course is: Approved Denied

________________________________
Faculty Committee Signature

________________________
Date

________________________
Department
Appendix C: FCS Practicum Proposal Guidelines
FCS Practicum Proposal Guide

Prior to undertaking a practicum, students must obtain approval for the practical experience. The student’s written proposal for the practicum must be reviewed by the IFCS Faculty practicum supervisor and be approved in writing prior to starting the practicum. The proposal serves as a learning contract for the course.

**Description of the IFCS Practicum:** The purpose of a practicum is to engage students in professional practice related to doctoral study, cross-national research projects, and community service. You may propose that a component of the practicum take place in the United States, or abroad, with a NGO, policy or human rights organization, or government office.

**IFCS PhD Program Student:**

Student Name__________________________________________________________

Student ID_________________ Email address__________________________________

Name of IFCS faculty practicum supervisor __________________________________

**Students’ responsibilities**

- Work on-site at the agency and comply to the organization’s policies and rules
- Provide formal feedback on practicum process at the mid-point and completion of practicum
- Remain in communication with the preceptor throughout the practicum
- Abide by the Clemson University Academic Ethics Code
- If planning to take area studies courses or language courses while abroad, the appropriate Study Abroad forms must be attached to the proposal.
- If planning to collect data for your dissertation, the source for the data/subjects must be listed. If human subjects are involved, Clemson University IRB approval and CITI training completion is also required prior to departure.
- Do not engage in activities that violate standards for ethical practice or research
- Communicate to your YFCS Faculty member mentor in regards to any issues or concerns throughout the practicum
- Complete evaluations of the practicum experience: Progress and Final Report

I have reviewed and understand the description of the practicum experience, above, and I understand my responsibilities as a student: Yes____  No____ Signature____________________

As the IFCS designated faculty practicum supervisor, I have reviewed this practicum proposal, and I approve it: Yes_____ No____ Signature________________________________________
Recipient Organization and Facilitator/Preceptor:

Name of organization where practicum will be completed______________________________

City where organization is Located______________ State or country________________

Brief description of organization (mission, population focus, include organization’s URL if available):_____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of responsible facilitator/preceptor at recipient organization___________________

Phone number: ___________  Email address_________________________________

Recipient Organization’s Preceptor Responsibilities

• Develop and agree to facilitate the practicum experience
• Provide adequate working space for the student as needed (e.g., computer, internet, desk)
• Review the organization’s policies and rules, as well as mission and goals with the student
• Provide the student with any necessary background information and materials as warranted
• Inform your organization’s leadership about the practicum, and identify an alternate preceptor
• Meet with the student regularly to provide necessary guidance and supervision, as well as establish and maintain project goals, objectives and timeline, and track student’s hours
• Complete evaluations of the student (process and final. These forms will be provided by YFCS
• Communicate with YFCS in regards to any issues or concerns throughout the practicum

I have reviewed and understand the description of the practicum experience, above, and I understand my responsibilities as a preceptor: Yes____  No____  Signature____________
**Practicum Description:**

**Brief summary of your project:**
Summarize what the practicum is intended to accomplish and how you plan to go about this; that is, describe very generally how you will address or answer the problem, question, or issue. Discuss how the practicum related to the concentration of your PhD program (i.e., international family and community studies).

**Brief summary of a rationale for choosing the practicum**, including a statement of the contribution the experience will make to the student’s professional goals and development.

**Practicum Goals and Objectives** (in bullet form)
State the goal(s) for the practicum and the associated objectives. Your goal(s) and objectives will be the basis for evaluating your performance during the practicum. Goals are broad, generalized statements about what you want to achieve, the “targets” to be reached. Objectives are the steps you take to reach your goal(s). The goal is where you want to be. The objectives are the steps needed to get there. In addition, one of the objectives must identify the product(s) or deliverable(s) of the practicum, for example, a research report, program implementation plan, program evaluation plan, etc.

**Summary of student’s practicum duties** (specific activities to be performed by the student, how practicum objectives will be achieved; in bullet points)

**Description of deliverables** (final products for the organization), if applicable
What specific competencies relate to your learning objectives for this experience?  
Please choose at least one, and no more than three:

- Analytical/Assessment Skills
- Policy Development/Program Planning Skills
- Communication Skills
- Cultural Competency Skills
- Community Dimensions of Practice Skills
- Social Sciences Skills
- Financial Planning and Management Skills
- Leadership and Systems Thinking Skills
- Teaching Skills
- Other, Specify____________________________________________________

Anticipated date for starting project (mm/dd/yyyy) ______________________
Anticipated date for completing Practicum (mm/dd/yyyy) ______________________

Timeline
The timeline estimates how long it will take to complete each objective including the product deliverable of the practicum. Estimate the number of hours that it will take to complete each objective including the product or deliverable of the practicum.

<table>
<thead>
<tr>
<th>Objective/deliverable</th>
<th>Amount of time required for completion in days, weeks, months</th>
<th>Estimated date for completion (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Appendix D: First Year Review Guidelines
The purpose of the graduate student’s self-evaluation is to inform the Faculty Committee of your progress as a first year student (including challenges, opportunities, and goals); with the purpose to better assist you to succeed.

Completion of this first year academic performance evaluation is mandatory for all students. Please refer to the evaluation timeline below to learn about due dates for report’s completion and submission.

Make efforts to provide the faculty with thorough and clear answers as to allow them to have an accurate view of your performance.

This evaluation, and required attachments, must be submitted to Dr. Arelis Moore, First Year Advisor, by email at ared@clemson.edu (electronic format), by the second week of March.

**Evaluation Timeline:**

- **Formal evaluation request from YFCS:** First week of Feb.
  - **Responsible:** First Year Advisor

- **Submission of evaluation to First Advisor:** Second week of March
  - **Responsible:** Students

- **Individual evaluations' revision and grading:** Due Second Friday of April
  - **Responsible:** Faculty Committee

- **Individual meetings, if required by FC and/or students***:** Second and third weeks of May
  - **Responsible:** Faculty Committee and students

---

***Students will be given the option to request an individual meeting with the faculty, if wanting to review outcomes of their evaluation
Personal Data

<table>
<thead>
<tr>
<th>Graduate Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number</td>
<td></td>
</tr>
<tr>
<td>Submission Date</td>
<td></td>
</tr>
<tr>
<td>(###/###/####)</td>
<td></td>
</tr>
<tr>
<td>Evaluation period</td>
<td></td>
</tr>
<tr>
<td>(From month/year to month/year)</td>
<td></td>
</tr>
</tbody>
</table>

Self-Assessment of your academic program (please be as thorough as possible in your description)

1. List what you consider are your areas for growth/challenges.

2. List your academic goals for the next year (e.g., conference presentation, publication, grant proposal, new skill development, etc.).

3. Please make suggestions on how the Faculty Committee help you accomplish these goals.

4. Achievements (including presentations and awards), if applicable:

Future dissertation plans

1. Have you identified a topic or a theme for your dissertation: Yes_______ No_________; if yes, please briefly describe.

Self-Evaluation Attachments

1. Attach an updated version of your vitae or resume.

2. Attach an updated version of your GS2 Form including all courses taken and courses you plan to take: Make sure you incorporate any potential changes since you prepared your first version of this form, as well as obtained grades in those courses you have already taken.
Appendix E: Extramural Sources of Funding
Funding from Extramural Sources
There are many funding sources from external organizations that support graduate students in their doctoral studies. Three sources of extramural funding are described in the next section.

National Science Foundation’s Graduate Research Fellowship Program
The purpose of the Graduate Research Fellowship Program (GRFP) is to ensure the vitality of the scientific and technological workforce in the United States and to reinforce its diversity. The program recognizes and supports outstanding graduate students in the relevant science, technology, social sciences, engineering, and mathematics (STEM) disciplines who are pursuing research-based doctoral degrees. NSF Fellows are expected to become knowledge experts who can contribute significantly to research, teaching, and innovations in science and engineering.

The Graduate Research Fellowship Program is designed to provide opportunities for advanced education that prepares students for a broad range of disciplinary and cross-disciplinary careers through its strategic investments in intellectual capital. Applicants, therefore, are urged to visit the NSF webpage at http://www.nsf.gov for more information and guidance about current and emerging themes for the NSF directorates.

Applicants may pursue graduate study at an institution in the United States or affiliate with a foreign institution. The Graduate Research Fellowship Program supports a comprehensive holistic plan for graduate education and takes into account the individual interests and competencies of the Fellows.

Eligibility
The three eligibility requirements for the Graduate Research Fellowship Program -- citizenship, degree requirements, and field of study -- are described below. Applicants are advised to read the entire program solicitation carefully to be sure that the requirements are interpreted properly. Applicants must exercise judgment in assessing eligibility.

The GRF Operations Center will respond to inquiries concerning these guidelines; however, eligibility will be determined only on the basis of a completed submitted application.

Citizenship
Applicants must be United States citizens or nationals, or permanent resident aliens of the United States. The term "national" designates a native resident of a commonwealth or territory of the United States, such as American Samoa, Guam, Puerto Rico, U.S. Virgin Islands, or the Northern Mariana Islands. It does not refer to a citizen of another country who has applied for U.S. citizenship.
Degree Requirements

Fellowships are intended for individuals in the early stages of their graduate study. Applicants must have completed no more than twelve months of full-time graduate study at the time of their application. Below are general guidelines for determining eligibility according to the degree requirements criterion.

Award information

The NSF usually awards 1,000 Graduate Research Fellowships each year. The affiliated institution receives a $40,500 award for the costs described below. Fellows abroad receive direct NSF grant awards up to the same amount. The Graduate Research Fellowship stipend is $30,000 for a 12-month tenure period, prorated monthly at $2,500 for shorter periods. The cost of education allowance currently is $10,500 per tenure year. For Fellows abroad, all tuition and assessed fees will be reimbursed to the Fellow up to a maximum of $10,500 per tenure year. Refer to the Information for Graduate Fellows document for restrictions on the use of the cost-of-education allowance.

Fellows are allowed a one-time $1,000 International Research Travel Allowance. All awards will be for a maximum of three years usable over a five-year period. The anticipated award date is March 2006 of each year. Find more information at: https://www.nsfgrfp.org/.

The National Research Service Award (NRSA)

The National Research Service Award (NRSA) from NIH is a common avenue obtaining your own funding. The individual NRSA is a small grant application, similar to the R01s that Principal Investigators write to support their lab, except the scope is much smaller and you don't have to write a detailed budget. Its primary purpose is to ensure the training of independent research scientists to carry out the nation’s biomedical and behavioral research agenda. The NIH awards individual NRSAs to the most promising applicants to support their full-time research training.

Tuition and fees are covered. In addition, there is an institutional allowance that can pay for health insurance, travel to meetings, research supplies, books, etc.

Eligibility

All applicants must be US citizens or non-citizen nationals. Predoctoral (F31) - Must have baccalaureate degree and be enrolled in a PhD program. All NIH institutes will accept applications from minority and disabled students (see Program Announcement) - Receipt dates are May 1st and November 1st. Four of the institutes award F31s to other graduate students:

- NIMH - National Institute of Mental Health
- NIAAA - National Institute on Alcohol Abuse and Alcoholism
- NIDA - National Institute on Drug Abuse
- NINR - National Institute of Nursing Research
So, if you are a graduate student who is not a minority or disabled, you can apply to any of these four institutes. Make sure your project is relevant to the mission of the institute. These are highly competitive grants with a success rate of 10 to 20 percent depending on the institute. (http://www.nidcd.nih.gov/funding/types/pages/training.aspx)

**Fulbright Program**
The primary aim of the Fulbright Program is further mutual understanding between people of the United States and other countries. Fulbright Awards are available to U.S. graduate students and non-U.S students. All fields of study are acceptable, unless otherwise stated in the Individual Country Summaries.

**U.S. Student Program**
This program is designed to provide opportunities for personal development and international experience, and to allow students to design their own programs (including university coursework, library or field research, independent projects in the social or life sciences, assistant in teaching English, classes in a music or art school, or a combination of these). The award is for one academic year, and awards are made to more than 1,200 students. More information about the program is found on the website https://us.fulbrightonline.org/about/fulbright-us-student-program.

Detailed information about the application process is found at https://us.fulbrightonline.org/application-checklists.

**Non-U.S. Students**
This program supports educational exchanges that enhance understanding and communication between the United States and 140 countries. Each year more than 1,300 new Foreign Fulbright Fellows enter U.S. academic programs. The Institute for International Education (IIE) arranges academic placement for the nominees and supervises grantees during their stay. Foreign students apply for Fulbright Fellowships through the Fulbright Commission or U.S. Embassies of their home country. For program and application information, please go to: http://foreign.fulbrightonline.org/.

What does the grant cover?

At a minimum, Fulbright grants provide funds for international transportation, a living stipend, a small book/research allowance, and medical insurance. Some countries will also provide tuition assistance, a small dependent’s allowance, a pre-departure or in-country orientation, or other grant enhancements. Fellowships and Scholarships to Support Area Studies, Internship and Dissertation

**Area Studies**
German Academic Exchange Service
Study scholarships are awarded to highly qualified graduate students of all disciplines to provide the opportunity to study in Germany. Applicants should be US or Canadian
citizens. Foreign nationals must have studied at an accredited US or Canadian university for at least two years. Applicants should have a good command of German. Scholarships support area studies, research and summer language courses (must have completed four semesters of college German or equivalent). (http://www.daad.org)

Fulbright
See previous section.

TIAA-CREF Ruth Simms Hamilton Research Fellowship

Fellowships are awarded to one or more graduate students enrolled in a program of study at an accredited U.S. college or university and studying some aspect of the African Diaspora. The fellowship is awarded based on evaluation of submissions by an objective panel of judges. Candidates must register online prior to submission. (https://www.tiaa-cref institute.org/public/institute)

Dissertation

American Association of University Women

There are two fellowships of interest. The International Fellowships are awarded for research to women who are not United States citizens or permanent residents. American Fellowships support women doctoral candidates completing dissertations. Applicants must be U.S. citizens or permanent residents. Candidates are evaluated on the basis of scholarly excellence, teaching experience, and active commitment to helping women and girls through service in their communities, professions, or fields of research. (http://www.aauw.org/what-we-do/educational-funding-and-awards/local-scholarships/)

Council of American Overseas Research Centers

This program is open to U.S. doctoral candidates and scholars who have already earned their PhD in fields in the humanities, social sciences, or natural sciences and wish to conduct research of regional or trans-regional significance. Fellowships require scholars to conduct research in more than one country, at least one of which hosts a participating overseas research center: Bangladesh, Cambodia, Cyprus, Egypt, Greece, India, Iran, Israel, Italy, Jordan, Mexico, Morocco, Pakistan, Senegal/West Africa, Sri Lanka, Tunisia, Turkey, West Bank/Gaza Strip and Yemen. Approximately 10 awards of up to $9000 are made each year. Doctoral candidates must be ABD. (http://www.caorc.org/fellowships/multi)

German Exchange Service

Research grants are awarded to highly qualified PhD candidates. Eligibility requirements are the same as those for area studies awards. In addition, applicants must have a well-defined research project that makes a stay in Germany essential. Preference will be given
to applicants who have been invited by a faculty member at a German university to do research with a specific department. ([http://www.daad.org](http://www.daad.org))

**Harry Frank Guggenheim Foundation**

The foundation welcomes proposals from any of the natural or social sciences and humanities that promise to increase understanding of the causes, manifestations, and control of violence, aggression and dominance. Highest priority is given to research that can increase understanding and amelioration of urgent problems of violence, aggression, and dominance in the modern world. Funding is only for the final year of PhD work and is to support the writing of the dissertation. Applicants may be citizens of any country. ([http://www.hfg.org/](http://www.hfg.org/))

**Social Science Research Council**

This Council offers a number of research fellowships for graduate students. This includes a Dissertation Proposal Development Fellowship (60 awards), Eurasia Title VII Fellowships, International Dissertation Research Fellowship (50 awards), and Japan Studies Dissertation Workshop. The web site also includes a section on “The Art of Writing Proposals”. See the web site for more details. ([http://www.ssrc.org/fellowships/overview.page](http://www.ssrc.org/fellowships/overview.page))

**Spencer Foundation Dissertation Fellowship Program**

The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These $25,000 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. Applicants need not be citizens of the United States, but must be candidates for the doctoral degree at a graduate school within the United States. The fellowships support the final analysis of the research topic and the writing of the dissertation. ([http://www.spencer.org/content.cfm/fellowship-awards](http://www.spencer.org/content.cfm/fellowship-awards))

**Woodrow Wilson National Fellowship Foundation**

The Charlotte W. Newcombe Dissertation Fellowships are designed to encourage original significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help PhD candidates in these fields complete their dissertation work. In addition to topics in religious studies or in ethics (philosophical or religious), dissertations appropriate to the Newcombe Fellowship competition might explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other countries, and religious or ethical issues reflected in history or literature. Approximately 30 awards are made each year. ([http://www.woodrow.org/newcombe/index.php](http://www.woodrow.org/newcombe/index.php))
The Woodrow Wilson Doctoral Dissertation Fellowship in Women’s Studies encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries. Previous Fellows have explored such topics as women’s roles in African-American adult literacy, militarism and the education of women, the influence of grassroots entrepreneurship on gender roles in India, the evolution of women’s movements in Eastern Europe after the Cold War, and the dynamics of employment and childbearing. Seven awards are made each year.  
(http://www.woodrow.org/womens-studies/index.php)

Fellowships (General)

P.E.O. International Peace Scholarship Fund

The International Peace Scholarship Fund is a program that provides scholarships for selected women from other countries for graduate study in the United States and Canada. The applicant must be a full time student graduate student. To qualify for her first scholarship, an applicant must have a full year of course work remaining and enrolled on campus for the entire school year. Scholarships are not awarded for research, internships, practical training or travel. Doctoral students who have completed coursework and are working on dissertations only are not eligible as first time applicants. Awards are for up to $8000.  
(http://adulted.about.com/od/scholarships/tp/P-e-o-International-Scholarships.htm)

Robert Bosch Foundation Fellowship Program

The program provides young American professionals (ages 23-34) with two high level work placements in federal government and the private sector in Germany. Ideal candidates have a Master’s degree or JD, professional experience in one of the application fields (business administration, economics, law, mass communications, public policy or political science), outstanding academic records, a genuine interest in Germany and Europe, and active involvement in community affairs or public affairs. No German language skills are required at the time of application. Intensive language training is provided prior to program start. Applications are due around October 15 each year. 20 fellowships are awarded.  
(http://www.cdsintl.org/fromusa/bosch.htm)

Fellowship Databases

- Cornell University:  http://www.gradschool.cornell.edu/?p=132
- Public Policy & International Affairs Fellowship Programs (PPIA):  
  http://www.ppiaprogram.org/links
- Yale University:  http://studentgrants.yale.edu/
- Council of Graduate Schools:  http://www.cgsnet.org/. This is an excellent general source. See Resources for students, click on sources for fellowships and financial aid.
Appendix F: GSR Form, Plan for Success

http://www.clemson.edu/graduate/students/plan-of-study/index.html
Appendix G: Doctoral Comprehensive Examination Proposal Guide
Before admission to candidacy for the doctoral degree, the student must pass a written and an oral Doctoral Comprehensive Examination (DCE). This examination is intended to test the student's comprehensive knowledge of the subjects of study. The examination, therefore, should not take place until the student has completed all, or almost all, of their coursework.

Comprehensive examinations must be passed no less than 6 months and no more than 5 years prior to the date of graduation. All remaining requirements for the degree must be completed within five calendar years after the date of the completion of the comprehensive exam to complete all other degree requirements (Clemson University Graduate School Announcements http://grad.clemson.edu/).

YFCS Faculty Committee have stipulated two types of Doctoral Comprehensive Examinations. These are:

- Only Oral Doctoral Comprehensive Examination
- Written/Oral Doctoral Comprehensive Examination

**Only Oral Doctoral Comprehensive Examination**
For exclusively oral examinations, the content areas to be covered will be identified and the length of the exam will be set by the Dissertation/Advisory Committee (DC). For students who select an only oral examination, the DC will determine the date of the exam and the nature of the questions. The exam usually lasts two hours.

**Written/Oral Doctoral Comprehensive Examination**
The Written/Oral Comprehensive Examination is considered a single examination, although it consists of written and oral parts: (a) a written/oral report of the selected products detailed in the deliverables for the exam below. Students should select at least two of these products; and (b) an oral defense of these documents including oral answers to questions raised by the student's DC. These guidelines relate to part (a), which constitutes the written component of the written/oral comprehensive examination.

For the Written/Oral CDE, the written part of the DCE should be delivered to the student's DC Chair at least four weeks before the scheduled preliminary examination. The DC Chair reviews and distributes the written part of the DCE to the other committee members. The DC members should have three weeks to read the exam.
Each PhD student must write an original, independently conceived proposal for the selected formats of the Written/Oral Doctoral Comprehensive Exam (DCE). A DCE written product can be directly related to the student's dissertation research but cannot be integrated into the dissertation proposal. The purpose of this exercise is to demonstrate that the student has integrated the expected knowledge in international family and community studies.

**Products/Deliverables**

Formats that are possible for the exam include:

A. Publishable paper* (one or two) with the student as first author, or second author who made substantial contributions to the article,

B. Major grant or research proposal,

C. Comprehensive course development (including syllabus, all learning activities, philosophy teaching, etc.),

Or traditional written or essay exams. Content areas to be covered and the length of the exam will be set by the DC.

*Papers written for class cannot be used for comprehensive exams.

**Length of the Proposal**

The DCE proposal should be no longer than 6 pages of double-spaced text. Figures, tables, references, and other graphical material are not included in this limit and should be used to efficiently convey information.

**The format of the proposal**

The format of the proposal should use the following sections in the indicated order adhering to the indicated page limits:

- Student name, ID, and Email
- Dissertation Committee Members and their roles
- General Summary (0.5 pages): A brief summary of the proposal stating the goals of the proposed Dissertation Comprehensive Exam for student’s academic and professional development (e.g., increase peer-review publications; improved teaching skills, improved grant writing skills, etc.).
- Description of each proposed written products in temporal sequence: For each CDE product a description of the intended work will be provided. For each product this description must include:
  - A detailed explanation covering, in depth and breath, the nature of the product (e.g., peer review publication course curriculum development, etc.)
  - Background and significance of the written product in advancing knowledge in the field: description of the current state of the chosen topic or area, concentrating on any gaps in current understanding that this CDE product is designed to fill.
  - Source and type of data (e.g., primary or secondary data), if applicable
o Student’s role in the product development process (e.g., principal investigator, co-investigator, team member, etc.)
o Description on how this product relates to future dissertation research, if applicable
o Potential challenges and opportunities to complete the product
o Expected time for completion

**Faculty Involvement in Graduate Student Preparation of Written Comprehensive Examination**

The written comprehensive examination is designed to evaluate the student's intellectual creativity and written communication skills. As such, direct involvement of the DC members with preparation of these documents should be minimized. The following guidelines will be enforced. DC members may not:

- Suggest the specific topic to be considered in each CDE product. Suggestions about the general area for the products are acceptable.
- Direct the development of the project. When consulted by the student, they may provide factual information only.
- See any version of the proposal prior to its revision by the DC Chair.
- Attend an oral presentation of the contents of the written comprehensive examination before the DC Chair.

**Evaluation**

The DCE proposal will be evaluated for scope, creativity, feasibility, and significance of the DCE goals. The student is also expected to be familiar with the background of the selected DCE products.

**Written/oral Comprehensive Exam**

The written component of the DCE must be submitted on time to the DC Chair. Each faculty DC member will independently read and evaluate the exam and will grade it as a pass or a fail. An oral examination to discuss the written products with the DC will be scheduled. After discussion with the students, DC members will vote on whether or not the student passed the exam. A majority of members must vote for a pass. A tie vote is considered a fail. The committee has the discretion to issue a pass with distinction.

**Only oral Comprehensive Exam**

The DC evaluates the student’s performance. Each DC member will vote for a pass or a fail. A majority of members must vote for a pass. A tie vote is considered a fail. The committee has the discretion to issue a pass with distinction.

**Grading Categories**

- PASS WITH DISTINCTION, based on superior performance.
• PASS, acceptable performance.

• FAIL WITH THE OPPORTUNITY FOR REMEDIATION AND REPEAT OF THE EXAMINATION, based on fair performance in some areas and minimal or unacceptable performance in others.

• FAIL WITHOUT OPPORTUNITY TO REPEAT, based on minimal or unacceptable performance in almost all areas.

**Report**

The results of a student's performance on the comprehensive examination are recorded on the GS5D form completed by the DC. Each DC member must sign (not print or type) his or her own name and designate the area of specialization as passed or failed.

*Note: The IFCS Faculty Committee have ruled that comps may be approved by a core group of at least three IFCS Faculty who should also be part of the Dissertation Committee.*

The student takes the GS5D form to Enrolled Services and the major advisor/DC Chair places a copy in the student’s file.
Appendix H: GS5D Form, Results of the Doctoral Comprehensive Exams and Candidacy Form

https://www.clemson.edu/graduate/files/pdfs/GS5D.pdf
Appendix I: Dissertation Proposal Guidelines
In general, a dissertation proposal should follow the format of the first three chapters of your dissertation. The length will be agreed between you and your dissertation committee chair but the proposal should adhere to the following guidelines:

**Title Page**

The title should include the exact title of your study, the month and year of the proposal, your name, and the name of our doctoral program. The title page is not numbered.

**Abstract**

A one to two page summary of the purpose and content of the proposal. The abstract includes the problem statement and a description of the methodology and procedures. The abstract is written in the future tense.

**Chapter I**

This is the introduction and explicates the reasons you are undertaking the study. It includes a clear and concise statement of the problem, defined in specific terms, a summary of the literature supporting the study, the relevance of the study to the field, and the aims of the study. State your research questions and hypotheses. Provide conceptual definitions of the major constructs included in your study. Summarize the chapter and state what follows chapter I.

**Chapter II**

This is a review of the literature and begins by explaining the purpose of the review. Organize the literature by subject headings reflecting your research questions. The literature review presents the context of your study. Each construct relevant to your study should be included and irrelevant constructs excluded. Present relevant previous work in each conceptual area with appropriate citations. You want to highlight what is
known and what is not known (gaps in the literature). Present significant findings and major conclusions from the literature interpreting and evaluating the works you cite and noting their impact on the field and on your study. Remember that you are laying out a logical argument for your study, leading the reader from a general understanding of the state of the field to a specific understanding of the concepts included in your study. End with a summary and a clear statement as to why your study is important to the field.

Chapter III

This is the methods section, indicating in detail the manner in which the study will be conducted. Start with a clear statement of the overall design of the study (a one-factor completely randomized design, a cross-sectional, correlational design). Define your study population and indicate how the sample will be drawn. Provide conceptual and operational definitions for each construct included in your study and indicate how each construct will be measured, including the psychometric properties of measures to be used. Discuss the procedures to be used to collect data and how the data will be organized and stored. Detail your approach to data analysis, including data checking and cleaning, data transformations, and your major approaches to analysis. Include a discussion of the limitations of your study and how these will be handled. Remember that your research methods and approach to analysis should align with the purpose of your study and your research questions and hypotheses.

References

Be sure to include a reference list in accordance with APA style.
Appendix J: Grad School Checklist before Submitting your Dissertation Manuscript

https://www.clemson.edu/graduate/students/theses-and-dissertations/index.html
Appendix K: GS7D Form, Dissertation Defense and Approval Form
https://www.clemson.edu/graduate/calendar/defense-form.html
Appendix L: Best Practices for Graduate Faculty and Students
Best Practices for Graduate Faculty and Students
(From the Graduate School at Duke University)

Expectations of Graduate Faculty

1. Research
   1. to provide intellectual guidance and rigor on students' educational programs and specific research projects
   2. to provide students with knowledge of the current frontiers and opportunities in disciplinary and inter- or cross-disciplinary research
   3. to provide appropriate guidelines, including expected timetables, for completion of research projects
d. to respect students' research interests/goals and to assist students in pursuing/achieving them

2. Teaching/Training
   1. to encourage and assist students in developing teaching and presentation skills, including course development, lecture preparation, classroom communication, examining and grading
   2. to provide sound intellectual guidance on disciplinary research methods and the historical knowledge bases of the discipline or the profession
   3. to evaluate student progress and performance in a timely, regular, and constructive fashion
   4. to serve, when requested, as an informed academic advisor and a nurturing professional mentor to graduate students in training, and, where appropriate and desirable, in students' post-PhD careers

3. Professional Development/Program Progress
   1. to encourage student participation in scholarly activities, including conference presentations, publications, professional networking, grant writing, and applying for copyrights and patents
   2. to prepare students to enter the job market with requisite professional skills, with an appropriate range of professional contacts, and with a realistic view of the current state of that market, both within and outside of academy
   3. to assist students, where appropriate, in joining collaborative projects in accordance with the accepted norms of the discipline
d. to provide TA's and RA's with meaningful professional experiences
   4. to avoid assignment of any duty or activity that is outside the graduate student's academic responsibility or harmful to his or her timely completion of the degree

4. Community
   1. to be fair, impartial and professional in all dealings with graduate students in accordance with university policies governing nondiscrimination, harassment of all sorts, and normative standards of confidentiality
   2. to create, in the classroom or the laboratory, an ethos of collegiality so that learning takes place within a community of scholars
3. to create an environment that openly discusses laboratory or departmental authorship policies and that prizes and acknowledges the individual contributions of all members of a research team in the publications or presentations of its research
4. to avoid all situations that could put them or their students in positions of any conflicts of interest

**Expectations of Graduate Students**

1. **Research**
   1. to work responsibly toward completion of the degree in a timely fashion
   2. to learn the research methods and historical knowledge bases of the discipline
   3. to communicate regularly with faculty mentors and the masters/doctoral committees, especially in matters relating to research and progress within the degree program
   4. to discover and pursue a unique topic of research in order to participate in the construction of new knowledge in the chosen field and application of that knowledge to new problems/issues
   5. to exercise the highest integrity in all aspects of their work, especially in the tasks of collecting, analyzing and presenting research data

2. **Teaching**
   1. to receive appropriate training, compensation and evaluation for all instructional roles students are asked to take on
   2. to receive an appropriately sequenced variety of teaching opportunities relevant to their career expectations and likelihoods
   3. to devote the same seriousness to undergraduate instructional duties that they would expect from their own instructors

3. **Professional Development/Program Progress**
   1. to develop, to the extent possible, a broad network of professional relations
   2. to contribute, wherever possible, to the discourse of the scholarly discipline through conference presentations, publications, collaborative projects, and other means
   3. to seek out a range of faculty and peer mentors that can help them prepare for a variety of professional and career roles and responsibilities
   4. to take responsibility for keeping informed of regulations and policies governing their graduate studies and to complete all required paperwork and other degree obligations in a timely fashion

4. **Community**
   1. to create, in their own classrooms and laboratories, an ethos of collegiality and collaboration
   2. to realize their responsibilities as individual and professional representatives of both the university as a whole and the department or program in which they are studying
   3. to assist graduate student peers in their own professional and scholarly development
Appendix M: PhD Program in International Family and Community Studies Checklist
# PHD Program in International Family and Community Studies

## Checklist

<table>
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<th>Tasks</th>
<th>Date</th>
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<tbody>
<tr>
<td>GS-2 Complete (first semester)</td>
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<td>Submit Waiver Request</td>
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<td>Submit Annual Progress Report and Vita</td>
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<td>All Courses Completed</td>
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<td>Dissertation Committee Selected</td>
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<td>(Semester Completing Courses, no later than 4th semester)</td>
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<tr>
<td>Final GS-2 Submitted to Graduate School</td>
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<td>Comprehensive Examinations Proposed</td>
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<td>Comprehensive Examinations Passed</td>
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<tr>
<td>GS5D Form Submitted to Graduate School</td>
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<tr>
<td>Dissertation Proposal Approved</td>
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<td>GS7D Form Submitted to Graduate School</td>
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