



College of

EDUCATION

Department of Education and Human Development

**Master of Education (MEd) in Special Education
(Online) Handbook**

2025-2026

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INTRODUCTION

Welcome to the Department of Education and Human Development College of Education and the Master of Education (MEd) in Special Education (Online) program. We wish you success at every stage of your academic journey.

This handbook is intended to familiarize you with the policies and procedures of Clemson University, the Graduate School, and the College of Education. Each student is expected to be familiar with the contents of this handbook. The policies and procedures presented here are in addition to and subordinate to those described in the Graduate School Announcements, which you can find at <http://catalog.clemson.edu/>.

The MEd in Special Education (Online) is a 100% online graduate program for current educators who work in formal or informal settings. The program is designed for individuals who want to enhance their knowledge of multi-tiered systems of support (MTSS) in academics and behavior. All students enrolled in the MEd in Special Education (Online) are expected to have access to a consistent educational field site in order to complete field-based course assignments throughout the program.

PROGRAM CONTACTS

Student Services Manager – Madison Hedden Hudson, mhedden@clemson.edu

Program Coordinator - Dr. Catherine Griffith, cgriffi@clemson.edu

ABAI VCS Coordinator - Dr. Catherine Griffith, cgriffi@clemson.edu

Department Chair – Dr. Kristen Cuthrell, mcowanc@clemson.edu

The Program Coordinator is your first contact should any issue arise regarding your academic progress or the program curriculum.

POLICIES AND RESOURCES

[University Policies](#)

[Graduate School Policy Handbook](#)

[Graduate School Resources](#)

[Graduate School New Student To Do List](#)

ACADEMIC REQUIREMENTS

The MEd in Special Education (Online) is comprised of 33 credit hours of coursework. Transfer credits from other institutions are not accepted for this degree program. Students must maintain a grade-point average of 3.0 or higher in their coursework.

PLAN OF STUDY FOR M.ED. IN SPECIAL EDUCATION (ONLINE)

The MEd in Special Education (Online) is a 24-month program spanning six semesters. Fall and spring courses last seven and a half weeks each, allowing students to focus on one course at a time. Likewise, summer courses are also taught one at a time but in a five-week timeframe.

The MEd in Special Education (Online) program coordinator or student services coordinator will send each student a registration email prior to each registration date in fall, spring, and summer. Grades for each course must be a B or above. Below is the MEd in Special Education (Online) anticipated program of study.

Fall Semester

EDSP 8540: Applied Behavior Analysis

EDSP 8610: Supporting Students with High Incidence Disabilities

Spring Semester

EDSP 8740: Single Case Research Design

EDSP 8210: Educational Assessment of Individuals with Disabilities

Summer Semester

EDSP 8730: Experimental Analysis of Behavior

EDSP 8710: Ethical and Legal Considerations in Applied Behavior Analysis

Fall Semester

EDSP 8200: Language Arts Instruction for Individuals with Disabilities

EDSP 8720: Advanced Classroom Management

Spring Semester

EDSP 8750: Advanced Single Case Research Methodologies

EDSP 8220: Teaching Mathematics to Individuals with Disabilities

Summer Semester

EDSP 8760: Behavior Analytic Supervision

More detailed course descriptions can be found in the [Graduate Catalog](#).

ABAI VCS

The Association for Behavior Analysis International (ABAI) has verified the following courses toward the coursework requirements for eligibility to take the Board Certification Behavior Analyst® or Board Certified Behavior Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. The MEd in Special Education (Online) program does not offer supervised field experiences or locate independent field experiences for students. The following courses are required to complete the ABAI Verified Course Sequence (VCS) and grades for each course must be a B or above. Our ABAI VCS number is 51288, and a link to the course sequence information can be found [here](#).

EDSP 8540: Applied Behavior Analysis

EDSP 8710: Ethical and Legal Considerations in Applied Behavior Analysis

EDSP 8720: Advanced Classroom Management

EDSP 8730: Experimental Analysis of Behavior

EDSP 8740: Single Case Research Design

EDSP 8750: Advanced Single Case Research Methodology
EDSP 8760: Behavior Analytic Supervision

TEACHING CERTIFICATION

The MEd in Special Education (Online) program does not lead to initial or add-on teaching licensure in South Carolina.

ACADEMIC PROBATION

Graduate students who fail to meet the following minimum academic standards for graduate studies at Clemson University are placed on academic probation. These minimum standards include a minimum B average (3.0 grade point average) in:

- All graduate-level courses
- All courses listed in the Plan of Study (Form GS2)
- 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 any coursework must be made up for the course to apply toward a degree. Students who fail to meet these requirements become ineligible for graduation and remain on academic probation until they earn the requisite 3.0 grade point average or are dismissed.

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. Graduate students on academic probation must submit a [Graduate Student Plan for Success \(GSPS\) form](#) no later than the date specified in the probation notification (typically around the beginning of classes for the next term). Further details can be found in the [Graduate School Policy Handbook](#).

ONLINE ENVIRONMENT

With the support of CU Online, Clemson uses the most advanced online technology to provide a rich, supportive, seamless learning environment. Courses are asynchronous thus allowing students to access courses when and where they need. While students have great flexibility in asynchronous learning, there are key deadlines in each course when learning modules must be completed. Students will be provided with timely support from instructors and technology personnel so that learning is maximized. [Canvas](#), a very user-friendly learning management system, is used for all courses to guide the learning experiences.

An orientation module is provided within each enrolled student's [Canvas](#) account before the start of the program to allow students to become comfortable with expectations and the technologies before classes formally start. This orientation module provides you with the resources you need to succeed in your courses and is intended to supplement the [University's Graduate School Policy Handbook](#). Here, you'll find information about:

- Required Texts
- University and Program Policies
- Technical Support and Technology Tutorials
- University Resources and Academic Support Services
- Academic Writing and Citation Guidelines

All students are required to complete the Orientation Module prior to starting coursework.

Required Writing Style

MEd in Special Education (Online) students are expected to utilize American Psychological Association (APA) style for all course assignments unless directed otherwise by your instructor. Information regarding APA style can be found on the [APA Style website](#). The [*Publication Manual of the American Psychological Association*](#) or the [*Concise Guide to APA Style*](#) are recommended for all students enrolled in the MEd in Special Education (Online) program.

Required Technologies

To successfully fulfill the requirements of the MEd in Special Education (Online) program, students will need access to:

- A laptop or desktop computer. While courses can be accessed through Canvas's mobile apps for iOS and Android devices, a laptop or desktop computer will be needed to complete research and writing activities.
- A reliable internet connection. It's also a good idea to have a contingency plan in case your internet connection fails right before an assignment is due. If you cannot travel to another location, then consider temporarily using your mobile phone as a hotspot.
- An up-to-date browser. Canvas is designed to work in all browsers, but in general, users tend to have a smoother experience in Chrome and Safari.
- Speakers or headphones to listen to audio and video resources.
- Additional technologies as specified in your course syllabus.

Required Technical Skills

To be successful in this program, students must have a minimum working knowledge of their computer system, web browser, and word processing program. You will need to be able to:

- Use your password to log in to your class before the semester begins
- Attach files to email messages
- Compose written documents in a word processor such as Microsoft Word or Google Docs
- Complete word processing tasks (type, cut, paste, copy, name, save, rename, etc.)
- Download information from the Internet
- Navigate to a page on the Internet
- View online videos like those on YouTube
- Complete online forms
- Access and read files such as Microsoft Office documents and PDFs
- Backup your files
- Install and maintain an antivirus program and other software
- Use technology as required by course instructors and seek online tutorials and help features to support your use of required hardware/software

Technical Support Resources

- There are multiple types of technical support available to Clemson students enrolled in online graduate programs. Below, you'll find an overview of each support service and guidelines on when to use each service.

Note: If a problem with Canvas or another university system will prevent you from submitting an

assignment on time, contact your instructor and CCIT immediately. If necessary, s/he can work with you to make alternative arrangements.

Clemson Computing & Information Technology (CCIT)

[CCIT](#) should be your first point of contact for any issues related to University systems and software. To access CCIT support, you may email ITHELP@clemson.edu or call (864) 656-3494. CCIT also offers support via live chat. Contact CCIT for help related to:

- Usernames and passwords
- Email
- iROAR
- University software
- Two-factor authentication

Note: If you are having trouble logging in to Canvas, contact CCIT.

Canvas Support

While you may contact CCIT for help with Canvas-related questions and/or issues, Canvas offers 24/7 on-demand technical assistance via live chat. To access Canvas support, click "Help" on the Canvas navigation menu, then identify the type of support you need. You may also consult the Canvas Student Guide to learn more about functions within Canvas. Contact Canvas support with Canvas-related problems or questions about how to perform different actions within Canvas, including:

- Accessing course content
- Submitting assignments
- Replying to discussion posts
- Uploading files
- Recording audio or video

ACADEMIC INTEGRITY

Students in the MEd in Special Education (Online) program are expected to abide by the Academic Integrity policies outlined in [Clemson's Graduate School Policy Handbook](#) at all times. Forms of academic dishonesty include (but are not limited to):

- Cheating
- Fabricating or falsifying information
- Facilitating violations of academic integrity
- Failing to cite contributors
- Plagiarizing
- Utilizing others' work through professional or informal services (this does not include light editing assistance or utilizing the services of the Clemson Writing Center)
- Thwarting others' progress

Consult the Graduate School Policy Handbook for a detailed description of these violations and the penalties that they incur.

AI STATEMENT

Artificial Intelligence (AI) is not permitted to analyze data, conduct literature synthesis, or complete projects. Doing so may be a violation of the Institutional Review Board or journal review standards (see [Committee on Publication Ethics](#)). For example, you should not upload a

data set, manuscript or any part of it into a Generative AI tool, as there is no guarantee of where materials are being sent, saved, or viewed, or how they may be used in the future and this may violate the authors' confidentiality, proprietary and/or data privacy rights. It may also violate the terms of use of the Generative AI tool.

If you feel that using generative AI would enhance your work in this course or in the master's program, please send your instructor a message outlining your rationale. If approved, you must properly attribute any AI-produced contributions to the work both in the body of your work and in your bibliography. In addition, you must append a full-text transcript of the AI tool's contributions to your work along with your prompts.

Please be aware that large language models have been trained using biased data and may provide biased and/or inaccurate results. You are responsible for ensuring that your work does not replicate the biases or factual errors of any resources you draw on, including information provided by Generative AI tools.

ONLINE STUDENT AND INSTRUCTOR EXPECTATIONS

Each course in the MEd in Special Education (Online) program will include the following list of expectations for students and faculty.

Student Expectations

1. I will test all technology (both hardware and software as listed in course syllabus) at least two days before the start of the course to ensure that I have the proper equipment/resources to succeed in the course.
2. I will log into Canvas by the first day of class.
3. I understand that I am responsible to meet deadlines even if I experience technology issues, including connectivity issues. I will find a backup as necessary (e.g., loaner technology, local computer lab, internet café).
4. Though courses are all asynchronous, I agree to meet module deadlines that may occur throughout the course.
5. I will be professional and respectful in all my communications. I agree to follow the guidelines for online conduct as outlined in the syllabus.
6. I agree to do my part on any group or collaborative work, and I agree to participate actively throughout the course to improve the experience for others and me.
7. I will check Canvas announcements and other course-related materials regularly (as defined in the course syllabus).
8. I will use Canvas Inbox or Clemson email to communicate with my instructor/peers and respond to messages within 24 hours.

Instructor Expectations

All instructors for the MEd in Special Education (Online) program have acknowledged and agreed to comply with the following expectations:

1. Instructor will introduce himself/herself via email and provide the course overview to the students at least 3 days prior to the start of the class.

2. Instructor will respond to communications within 24 business hours (excluding weekends and holidays) unless otherwise stated by your instructor. The instructor will communicate with students in case of exceptions.
3. Instructor will set 6 hours per week for students to sign up to meet one-on-one (office hours).
4. Instructor will grade assignments/quizzes within one week of the due date unless otherwise stated by your instructor. For major assignments or exceptions to this, the instructor will communicate with students when grading will be complete.
5. Instructor will meet with TAs/associate instructors (if any) as needed to make sure they know and are meeting their responsibilities.

GRADING SCALE

The MEd in Special Education (Online) program uses the following grading scale across all courses:

A = 90-100%

B = 80-89%

C = 70-79%

F = Below 70%

LATE WORK POLICY

The MEd in Special Education (Online) program has adopted the following program-wide policy on late work: Assignments are due by the date and time specified in the syllabus. All due dates and times are in Eastern Time (ET). Unless otherwise specified below, late assignments will be accepted up to one week from the original deadline; however, for this late work the instructor will reduce your grade by 20%. Late work submitted more than one week from the original deadline will not be accepted and you will receive a zero. If serious illness or emergency will prevent you from turning your work in on time, contact your instructor immediately and prior to the due date. Documentation will be required.

COMMUNICATION WITH INSTRUCTORS AND CLASSMATES

For security reasons, your instructors will only communicate with you through official University channels. You should also use official University channels to communicate with your instructors and classmates. Most communications will take place in Canvas, our learning management system.

Communicating through Canvas

Students should use Canvas's internal messaging system (available by clicking "Inbox" on the navigation menu on the left) to contact their instructors and classmates. It is important to note that Canvas is a professional tool utilized for teaching and learning purposes. All conversations within Canvas are expected to be purposeful, professional, and enhance each student's learning process. For more information on sending and receiving messages in Canvas, consult the [Canvas Student Guide](#).

Setting Your Canvas Notifications

Your instructors will also use Canvas to post announcements. To ensure that you receive communication from your instructors in a timely manner, you should elect to receive notifications for Canvas announcements and conversations. Visit Canvas's "How do I set my

notification preferences?" guide for detailed instructions. You can also elect to receive notifications via text message, push notifications, or additional email addresses. For details on adding additional methods of contact to your Canvas account, visit Canvas's "How do I add contact methods to receive notifications?" guide.

Google Apps for Education Email

It is important for you to check your University email regularly so that you do not miss important announcements and updates. Clemson students use Google Apps for Education email. To set up your email account (which will have a separate password than your Clemson account), visit CCIT's [email guide for incoming students](#). To access your student email, visit g.clemson.edu. As part of your Google Apps for Education account, you will also have access to Clemson-specific instances of Google Drive, Google Hangouts, Google Sites, and Google Calendar. You can also elect to have your Clemson email forwarded to a personal address. If you do this, be sure to log in to your Clemson account before responding to your instructors.

Two-Factor Authentication

To safeguard against phishing attempts and other cybersecurity threats, Clemson requires two factor authentication (2FA) for several university systems. To access these systems, you will need to enter your password, then verify your identity with a physical device (mobile device or landline) that is in your possession at the time you request access. Visit [Clemson's 2FA site](#) to enroll in 2FA and register/manage devices.

KEY GRADUATE SCHOOL DEADLINES

Specific Graduate School deadlines can be found at <https://www.clemson.edu/graduate/students/deadlines.html>

Although regular communication will be provided each semester, the following are key benchmarks that you will want to remain aware of:

Benchmark	When
Faculty advisor assigned upon acceptance into program	Upon acceptance into the program
Submit Plan of Study and Graduate Degree Curriculum (Online GS2) <i>*See below for further information regarding GS2</i>	Middle of your second semester
Apply to graduate through iRoar	Final semester prior to graduation - for current deadline see Graduation Deadlines on the Graduate School website
Order diploma through iRoar	After completing at least half of the prescribed coursework
Order cap, gown, and hood from University Bookstore	Final semester prior to graduation - for current deadline contact the University Bookstore

From the Graduate School Website: The final responsibility for ensuring compliance with these

procedures rests with the graduate student. Special problems should be referred to the graduate dean.

Comprehensive Exam

The MEd in Special Education (Online) students will not take part in the traditional comprehensive exam nor will students be required to complete the Graduate School's corresponding GS7M form.

PLAN OF STUDY (GS2)

You must complete all classes listed on your GS2 before graduation. If you fail to do so, you must file a revised GS2. Prior to graduation, you may revise your degree curriculum as needed, subject to the necessary Advisory Committee and dean approvals.

ADVISORY COMMITTEE

Academic programs at the Master's level that are non-thesis and do not have a final exam or culminating assessment (i.e., do not submit the GS7M) may choose to establish an alternative student committee structure for the purpose of curriculum guidance. Such programs may choose to appoint a single faculty member or professional advisor to serve as the advisory chair, with no other committee members required. The MEd in Special Education (Online) program appointed a single faculty member to serve on the master's advisory committee.

RETURNING STUDENTS

There is no longer a requirement for continuous enrollment. If a student wishes to stop out of their graduate program for any reason, no paperwork is required by the Graduate School. We encourage students to notify their advisor and/or program coordinator of their decision to step away from their graduate education. The student's account will be made inactive if there is no enrollment. An inactive account prevents the student from registering for future classes. When the student wishes to return, they will need to complete the Request for Re-Entrance form. If completing the [Request for Re-Entrance form](#) is not applicable to the student (See "information" section on the Request for Re-Entrance form), the student will need to submit a new application. There is no application fee.

Inactive students should not be making progress towards their degree requirements (e.g., taking comprehensive or qualifying exams; completing incomplete grades; submitting, revising, or defending a thesis or dissertation; conducting independent research; receiving academic advising or mentoring). Students' time to degree clock begins when they start a program and continues when they are not enrolled. International students should ensure compliance with federal guidelines before taking terms off. For detailed information, see Part 2 of the Graduate School Policies and Procedures Handbook.

MEDICAL WITHDRAWAL

Students may request a medical withdrawal from graduate study. For detailed information on medical withdrawals, see Part 2 of the Graduate School Policies and Procedures Handbook.

ASSISTANTSHIP

The MEd in Special Education (Online) program does not offer assistantship opportunities. Students enrolled in the MEd in Special Education (Online) program are expected to be

employed within formal and informal PK-12 learning environments.

RELEVANT UNIVERSITY RESOURCES

Registration and Payment

- [Registrar's Office](#)
- [iROAR](#)
- [Student Financial Services](#)
- [Financial Aid](#)

Academic Support Service

- [Writing Center](#)
- [Class of 1956 Academic Success Center](#)
- [Clemson Libraries](#)

Student Support Services

- [Student Accessibility Services](#)
- [Office of Access and Equity](#)
- [Preferred Name Policies and Procedures](#)
- [Counseling and Psychological Services](#)
- [Clemson Ombudsman \(Conflict Resolution\)](#)
- [Academic Grievances](#)
- [Center for Career and Professional Development](#)