PhD
Curriculum & Instruction

Tillman Hall
Clemson University
Clemson, SC 29634
Updated: August, 2014
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INTRODUCTION

Welcome/Purpose of this Handbook
Welcome to the Eugene T. Moore School of Education at Clemson University. This handbook is intended to familiarize you with the requirements, policies, and procedures of the School of Education. Each student is expected to be familiar with the contents of this handbook.

The rules and requirements presented here are in addition to and subordinate to those described in the Graduate School Announcements, which you can find at www.registrar.clemson.edu/html/catalogGrad.htm or through the Graduate School office in E-108 Martin Hall. Any inconsistencies within this handbook or between this handbook and the Graduate School Announcements should be brought to the attention of the Graduate Coordinator.

Contact Information
Graduate Coordinator: Dr. David S. Fleming
dflemin@clemson.edu
115 Tillman Hall
864-656-1881

The Graduate Coordinator orchestrates recruiting activities for the program and makes recommendations regarding graduate admissions. The Graduate Coordinator also oversees the regulations and procedures of the program and interacts with the Graduate School on matters such as student status, assistantships, and fellowships.

CONCEPTUAL FRAMEWORK

Mission Statement
The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

Guiding Principles
As a faculty and staff, we
- Respect the rights and responsibilities of all students and recognize diverse points of view;
- Act ethically and professionally to meet the students’ intellectual and developmental needs;
- Accept our professional and ethical responsibility to help our students acquire comprehensive knowledge that equip them to be effective educators, researchers, and leaders;
- Are committed to excellent instruction represented by effective teaching practices, emerging technologies, and assessment;
- Encourage our students to make positive contributions that make their own lives and the lives of others potentially more fulfilling and productive.

**Learner Outcomes**

**Caring** comprises beliefs and actions.

**Beliefs:** Our candidates are committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view.

**Actions:** Our candidates act in accord with the rights and responsibilities of all, are sensitive to developmental, social, and cultural differences, and encourage a democratic culture.

**Capable** consists of knowledge and practice.

**Knowledge:** Our candidates are knowledgeable about the foundations of education and about their specialty area(s), including appropriate practices.

**Practice:** Our candidates apply their knowledge through best practices that include the effective use of educational and information technology and appropriate assessments.

**Connected** contains communication and integration.

**Communication:** Our candidates communicate effectively through a variety of representations (spoken, written, and digital).

**Integration:** Our candidates synthesize their knowledge and practices to integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant.

**ENTERING THE PROGRAM**

**Admission Requirements**

Minimum requirements to be considered for admission to graduate study in Curriculum and Instruction generally follow those of the Graduate School (see the Graduate School Announcements at [www.registrar.clemson.edu/html/catalogGrad.htm](http://www.registrar.clemson.edu/html/catalogGrad.htm)). Minimum requirements include at least a four-year bachelor’s degree and a master’s degree from institutions whose scholastic rating is satisfactory to the University, high quality of previous academic record, and satisfactory scores on the general portion of the Graduate Record Exam (GRE) or other applicable test. In addition, teacher licensure/certification (or the equivalent) and at least three years of teaching experience are expected of incoming students.

Admission to the program is restricted to applicants whose academic record indicates a high potential to be successful in graduate studies. This determination is made by the faculty of the Teacher Education unit and is affirmed by the Graduate School. The various indicators used to arrive at this determination may include, but are not limited to: previous academic performance, letters of recommendation, standardized test scores, personal interviews, and statements of interest. In reviewing transcripts, both the difficulty of the courses taken and the grade point ratio are considered.
Admission to graduate studies begins with your submission of an official application to the Clemson University Graduate School via their website at www.grad.clemson.edu/Admission.

Upon receipt of all admission materials, the Graduate School will forward your application to the Teacher Education faculty for review. Applicants must meet all admission requirements of the Graduate School, the School of Education, and the Curriculum and Instruction program before official acceptance will be granted.

Acceptance categories

Students are accepted into the program as either full or conditional status. Each indicates a different level of performance on the admission criteria.

Full Status: Your credentials equal or exceed every minimum admission criterion prescribed for the applied-for degree.

Conditional Status: At least one piece of the required application materials has not been received by the Graduate School (e.g., final transcript showing completion of Master’s Degree if the admitted student has not yet finished the program). Notice of conditional acceptance may be given prior to receipt of a missing item, but any and all missing materials must be received prior to or during your first semester of enrollment. Conditional status may also be granted to international students in order to participate in ELS training. For such decisions, the students are not permitted to enroll in coursework until an acceptable GRE score has been submitted and a complete, positive application review has been conducted.

Prerequisites

Students must have a background in education equivalent to that required for the teaching profession, and must present evidence of such competence via transcripts, certification documentation, etc. Many Curriculum and Instruction graduate courses presume a working knowledge of corresponding prerequisite material. In addition, you will be required to provide evidence of such knowledge during your coursework and in your comprehensive examination.

If course deficiencies are specified as a condition of your admission, it is important that you take the necessary courses early in your program in order to provide you with background for graduate-level courses. Normally, you remove these deficiencies by taking and passing the required courses during a regularly scheduled course offering. These courses do not count toward the total number of semester hours of graduate credit required for graduation.

English language proficiency

International students whose native language is not English are required to submit a satisfactory score on the Test of English as a Foreign Language (TOEFL) or to have
completed approved English as a Second Language (ESL) course work from one of Clemson’s ESL affiliates. International students who are applying for a graduate assistantship are encouraged to submit scores from the Test of Written English (TWE), which is administered simultaneously with the TOEFL at most locations.

If you are a non-native English speaker and your graduate advisor feels you should improve your English skills, you must complete English 111: English as a Second Language or an approved course from one of Clemson’s ESL affiliates.

A graduate student whose native language is not English is required by South Carolina state law to pass an English speaking exam (the SPEAK test) before you can be certified to teach as a laboratory teaching assistant. The Clemson English department administers the exam, which is similar in form to the Test of Spoken English administered by ETS. The exam is offered at the start of each semester and once in the summer, and students may take the exam anytime that it is offered. It is expected that you will pass this exam sometime during your first year of study. If you do not pass the exam by the end of the first year of study, you may be asked to leave the program.

When you do pass the English speaking exam, you will be eligible to serve as a teaching assistant. You would then receive the same stipend as all other students who are teaching assistants.

*Computer proficiency*

The Curriculum and Instruction program has no formal requirements for computer literacy or competency. However, each graduate student is expected to be proficient in the use of digital computers. Use of computers and competency in various software programs will be necessary in many graduate courses and, in most cases, in both your teaching and research, and it is expected that you will acquire whatever skills are needed to use these resources as they are required. Workshops provided by Clemson Computing and Information Technology (CCIT) are periodically made available to help students who need help to gain this competency.

*Foreign language requirement*

The Curriculum and Instruction program does not have a foreign language requirement.

*Transfer credits*

University policy does not allow automatic transfer of graduate credit. Students with graduate credit earned at another institution, in another department at Clemson University, or earned before admission to this program must have prior work evaluated for transfer credit. Requests for transfer credit to the program must be recommended by your Advisory Committee and approved by the Area Coordinator, the Teacher Education chair and the dean of the Graduate School. You must make your request in writing for each course or credited activity to be transferred. Each request must be accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Grades earned for courses taken at institutions other than
Clemson University will not be included in the student’s academic average. All transfer credits must be verified by an official transcript from the institution at which the work was completed. It is your responsibility, not your Major Advisor's or Teacher Education’s, to request a transcript of transfer credits be sent directly to the Graduate School.

For the doctoral degree, as many as 48 semester credit hours of work may be transferred. No more than 12 semester credit hours earned in a non-degree status at Clemson University can be applied to a degree program.

Transfer credit will not be awarded for graduate-level research, internships, courses graded pass/fail, or course work in which you received a grade lower than a B or its equivalent. No credit will be given for continuing education units, correspondence, extension or in-service courses, or for concentrated courses and workshops that award credits at a rate exceeding one credit per week. Course work completed outside the six-year time limit may not be transferred to Clemson University or validated for graduate credit. See the Graduate School Announcements for more information regarding transfer credits (www.registrar.clemson.edu/html/catalogGrad.htm).

**Duplication of degrees**

The holder of a doctoral degree in a given field, received at another institution, may not become a candidate for another doctoral degree in the same field at Clemson.

**South Carolina residency**

Many students are interested in establishing residency in South Carolina for the purpose of paying in-state tuition. The South Carolina residency laws call for you to establish legal ties with the state; you must generally wait one year before establishing legal ties. Thus, you should take steps near the beginning of your program to initiate the process of becoming a South Carolina resident.

The legislation defining residency sets forth a fairly strict set of criteria for the administrative approval of residency requests. The Office of Residency Classification handles all the information regarding domicile requirements for residency status. Due to the frequency of changes implemented by the state legislature in past years, those criteria are not elaborated here. If you are interested in establishing South Carolina residency, review the up-to-date information at www.clemson.edu/financial-aid/residency/. Questions should be addressed to the Office of Residency Classification (G-01 Sikes Hall, (864) 656-2281).

**University employee enrollment**

With the approval of the appropriate dean or director, a qualified employee of Clemson University may pursue graduate work for credit. However, no member of the faculty or staff who has a rank higher than instructor or its equivalent may be considered as a
candidate for an advanced degree in the academic department where you are employed. Payment of the application fee is required.

Limitations on the number of hours taken per semester are explained under “Maximum Enrollment”. You must make up any time spent in class during normal working hours under a schedule acceptable to your employment supervisor. Flexibility will be given to accommodate class schedules, but you must work out conflicts with your supervisor. The PhD must be completed within five years of satisfactory completion of your comprehensive examinations.

Admission Procedures

Upon your completion of the application packet, your application is reviewed by the Doctoral Admissions Committee. Your application status can be checked at http://www.grad.clemson.edu/admission/status.php.

Selected applicants will be invited for an interview. The interview takes place either on campus for local applicants or via phone conference for regional, national, or international applicants. If, after the interview, the admissions committee recommends admission and a faculty member agrees to be your initial mentor, the Graduate Coordinator and Teacher Education chair will approve your application. The Graduate School will then notify you of your acceptance as well as any existing provisions.

If you are not accepted for admission, the Graduate Coordinator will indicate this in the admissions database and the Graduate School will send you a letter of rejection. You may appeal the rejection to the Graduate School.

International Students

Student expenses

International students must certify access to a minimum of one year’s estimated expenses. See www.clemson.edu/IA/forms/student_financial_certification.pdf for more details or contact the Office of Global Engagement (E-303 Martin Hall, (864) 656-3614).

Student visa

You are responsible for maintaining legal status with the US Department of Homeland Security during your studies. Form DS-2019 (J-1 exchange visitor visa certificate) is usually issued to students who are funded by their home government or by an international organization. If no organizational sponsor is involved, an I-20 (F-1 student visa certificate) will be issued.

When your application to the Graduate School has been accepted and your language and financial abilities are certified, Campus Immigration Services will issue you an I-20
or DS-2019. Take this document to the nearest US Consulate to apply for a nonimmigrant student visa.

For more information and details about applying for your visa, see the Campus Immigration Services website at [http://www.clemson.edu/administration/ia/services/index.html](http://www.clemson.edu/administration/ia/services/index.html) or contact them at (864) 656-3614.

**Social Security number**

If you are an international student receiving an assistantship, you must have your offer letter with you upon arrival. You should then go to the Social Security Administration in Anderson, S.C., for a Social Security Number or meet with the Social Security Administration representative in Martin Hall on the dates indicated by the Graduate School. The Office of the Dean of the School of Education will provide you with the paperwork that you must take with your signed Social Security card to the Foreign National Payments Coordinator in E-303 Martin who will complete the necessary paperwork to assist you with getting on the payroll. Be sure to bring the following:

- U.S. Visa
- Unexpired foreign passport
- I94
- IAP-66/I-20

You must call for an appointment before going to the Foreign National Payments Coordinator’s office. The telephone number is (864) 656-5589.

**Costs**

For current tuition and fees, see [www.grad.clemson.edu/programs/tuition.php](http://www.grad.clemson.edu/programs/tuition.php).

Graduate assistants may choose to defer tuition and fees. This is accomplished easily on the day of registration. Persons in the fee assessment area will have a list of all graduate assistants. Anyone listed may sign a note to defer these costs and these costs will be deducted from the first six full paychecks of the semester.

For more information about academic costs, financial aid and making payments, contact the Office of Student Financial Aid (G-01 Sikes Hall, (864) 656-2280) or the Student Financial Services Office (G-08 Sikes Hall, (864) 656-5592).

**Financial Assistance**

Assistantships are awarded on a competitive basis to qualified students, both domestic and international. All qualified students are considered for assistantships when applications are processed. Award decisions are based on academic record, test scores, statement of purpose, and letters of recommendation.
Financial support is awarded based on availability of funds in the area of desired study and academic merit. If you change your subject area after support has been extended, support eligibility is reviewed and funding may or may not be provided.

Graduate students are eligible for financial support if they are (1) enrolled in full-time graduate studies, (2) in good academic standing (i.e., not on probation), and (3) making satisfactory progress toward their degree. Tuition and fees for students receiving support are a reduced flat fee. To receive the reduced tuition and fees for a particular semester, a qualified student must be on the department payroll by end of the second week of that semester.

**Employment Paperwork**

If you have been awarded an assistantship, you must report to the Teacher Education staff at the beginning of your assistantship and complete the following forms: information sheet, tax forms (federal and state), and I-9 Form. You will need to provide proof of nationality, Social Security number, age, etc. (usually by way of a passport, driver’s license, birth certificate or Social Security card).

**CU Student ID, Username and Tiger 1 Card**

**CUID**

When you are accepted into the Graduate School, you will be issued a unique student identification number as part of your admissions acceptance packet. Your student ID is a 9-digit number you will use on forms and other official University business. It is often referred to as your “CUID”.

**Username**

Also upon acceptance, you will be assigned a Clemson University computer user identification. This is a permanent, unique-to-you identifier that you will use every time you access the Clemson computer network. You may see or hear it referred to as your “username” or “USERID”. Your username is a 4-8 character identification that generally consists of some part of your first and/or last name and designates your official Clemson University email address (for example, Jones2@clemson.edu, where “Jones2” is the username). Your username gives you access to University systems such as Webmail, MyCLE/Blackboard, the Student Information System (SISWeb) and the online Web Registration. You may also need to use your student username to access department-specific networks and files.

**Tiger 1 Card**

Soon after you arrive, you will want to obtain your Tiger 1 Card. This is your official Clemson University photo ID card and gives you access to a variety of services throughout campus and around town, including:
• Library card
• Fike Recreation Center access card
• Athletic ticket privilege access
• Purchase discounted software through CCIT
• Personal debit card to access pre-deposited funds in a TigerStripe account (see http://www.clemson.edu/campus-life/campus-services/tiger1/tigerstripe for more information).

You must be registered for at least one class during the current semester to qualify for a Tiger 1 Card. Bring a photo ID (driver's license, state-issued ID card or passport) to the Tiger 1 Card office located in 111 Hendrix Student Center. There is no charge for your first ID card. Always remember to carry your Tiger 1 Card with you at all times.

Registration

Prior to registration for your first semester of study, you must report to your assigned initial mentor or the Area Coordinator. He/she will help you plan your initial program of study.

Registration is conducted entirely online via iROAR at iroar.clemson.edu. If you have any further questions, please consult your mentor.

Any student pursuing any phase of a graduate program must be registered. See “Maximum/minimum credit loads” under Assistantships/Financial Support for enrollment limits.

Orientation

All graduate students are required to attend the Graduate School orientation held on the Sunday before classes start in the fall. The School of Education also provides an orientation for incoming doctoral students at the start of each fall semester which you must attend. The date, time, and location of the orientations will be provided to you shortly after you receive your admissions acceptance packet.

All School of Education graduate students are required to also review the academic integrity policies found here: http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrityphilosophy
COMPLETING THE PROGRAM

Requirements for the Doctoral Degree

Minimum degree requirements for the PhD

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Number of credit hours needed

A doctoral degree program in Curriculum and Instruction shall consist of a minimum of 47 semester hours of graduate credit approved by the student’s Advisory Committee, and selected from courses typically numbered 8000 or above. Prerequisite and co-requisite courses do not count toward the 47 semester hours of graduate credit required for the degree. Prerequisite courses must be completed before admission as a graduate student, whereas co-requisite courses may be taken concurrently but must be completed before receipt of the doctoral degree.

Degree Requirements

Curriculum

Doctoral Seminars ED 9030 (1 hour) and ED 9040 (1 hour)
Students will take these seminars beginning with their first fall semester and continuing into the following spring semester. Students will be introduced to the policies and procedures of doctoral studies as well as connected with faculty members with a variety of specializations and research traditions. Students will also complete IRB-required CITI training and become familiar with expectations for professional ethics and academic integrity at the doctoral level.

ED 9030: This course initiates new doctoral students into the academic culture of a doctoral program, particularly at Clemson, with emphasis on the skills, strategies, and dispositions of academic research and writing.

ED 9040: This course continues the process of introducing new doctoral students into the academic culture of a doctoral program, particularly at Clemson, with emphasis on the roles and responsibilities of teacher educators.
**Core** (Minimum 21 hours)
Core knowledge consists of constructs in educational foundations and curriculum and instruction. Core knowledge should be demonstrated in the following areas:

**Curriculum**: Students will successfully complete at least 1 course and/or demonstrate competency in the theoretical understanding of curriculum as it relates to design and policy.

**Instruction**: Students will successfully complete at least 1 course and/or demonstrate competency in the theoretical understanding of instruction as it relates to teaching and learning.

**Assessment**: Students will successfully complete at least 1 course and/or demonstrate competency in the theoretical understanding of assessment as it relates to measurement and evaluation.

**Research**: Students will successfully complete at least 4 courses that prepare students to understand and use both quantitative and qualitative research methods and procedures.

**Area of Specialization** – (Minimum 24 hours)
Students study in a focused area of Curriculum and Instruction, chosen from: Elementary Education, Literacy Education, Special Education, English Education, Mathematics Education, Science Education, or Social Studies Education. Specific courses and minimum requirements are determined by the particular Faculty Area. Each specialty area includes at least 24 hours of coursework, designed by the student's doctoral committee, to include:

1. Courses and/or equivalent experiences to demonstrate competency in teaching and research practice (e.g., ED 8940 and ED 9800)
2. 18 hours of specialized focus.

**Dissertation Credits** – (Minimum 18 hours)

**Total minimum program hours** – 65

**Assessments**

**Benchmarks:**

1. Preliminary Literature Review (documented in Doctoral Seminar).
2. Professional Competence (documented by student for committee). These competencies will be fulfilled before the student is awarded the doctoral degree.
   a. Students will teach a college/university undergraduate class and/or demonstrate competency in instructional methods as they relate to higher education.
b. Students will conduct a national presentation as a primary presenter and/or demonstrate competency in scholarly communication within a professional setting.

c. Students will submit a manuscript for publication (national level preferred) as a primary author and/or demonstrate competency in scholarly writing in an external resource.

3. Comprehensive Examination
   a. The comprehensive examination consists of two possible formats: a traditional written exam or a portfolio.
   b. An Examination Plan (necessary for alternative formats) approved by the Comprehensive Exam Committee, advisory committee, and the student will be maintained in the student file.


Courses outside discipline

It is expected that a student may choose non-education courses as part of the plan of study. These decisions are normally made with your Major Advisor and are designed to enhance your understanding of your emphasis area. Credit received for graduate-level courses taught by other departments may also be counted toward your degree, provided those courses involve subject matter that is relevant to your degree program. You should consult with and receive approval from your Major Advisor before taking such classes with the intention of having them count toward your degree.

Specializations/cognates within program

Each student pursuing a doctoral degree in Curriculum and Instruction will choose one of the following focus areas and meet the requirements listed. Substitutions and changes will be allowed upon approval by the student’s Advisory Committee.

Early Childhood Education

Students with an emphasis in Early Childhood Education will demonstrate (1) in depth knowledge in the field of early childhood education with an understanding of the learning and instructional needs of young children (birth to age 8), in particular design, implementation and evaluation of curriculum; effective instructional methods; and current issues and trends affecting teaching and/or learning; and (2) competence in basic and applied research and evaluation. Students will be expected to apply their research skills in the field of early childhood education.

The Early Childhood Emphasis Area requires ED (ED F, ED SP) 9800, ED 8940; EDEC 9100, 9200, 9300, and 9400 plus an additional six credit hours approved by the doctoral committee. A three-hour internship is required.
Literacy Education

Students completing the PhD program in Curriculum and Instruction with an emphasis in Literacy will demonstrate:

1. In depth knowledge in the field of literacy with an understanding of the learning and instructional needs of all students. Students will be expected to demonstrate knowledge of
definition, implementation, and evaluation of curriculum;
 effective instructional methods; and
 current issues and trends affecting teaching and/or learning.

2. Competency in basic and applied research and evaluation. Students will be expected to apply their research skills in the field of literacy.

Literacy Specialty Area: 18 hours

A. Six hours from the following:
   EDLT 9390 Psychology of Reading
   EDLT 9440 Reading Research: Review and Critique of the Literature

   Twelve hours from the following:
   EDLT 8840* Reading Recovery Clinical I
   EDLT 8850* Reading Recovery Clinical II
   EDLT 8860* Reading Recovery Teacher Leader Practicum I
   EDLT 8870* Reading Recovery Teacher Leader Practicum II
   EDLT 9370 Reading Recovery Theory I
   EDLT 9380 Reading Recovery Theory II
   EDLT 9450 Special Problems in Reading Education
   EDLT 9400 Advanced Diagnosis and Remediation
   EDLT 9410 Advanced Practicum in Reading
   EDLT 9420 Teaching Reading Through a Literature Emphasis
   EDLT 9430 The Reading-Writing Connection: An Integrated Approach

B. Six hours from the following:
   PSYCH 8330 Cognitive Psychology (3)
   ENGL 7000 Children's Literature for Teachers (3) or ENGL 7010 Literature for Teachers (3)

C. Internship- 6 required hours

*Prerequisite: Admission to the Reading Recovery Teacher Leader Program

English, Mathematics, Science, and Social Studies Education

The PhD in Curriculum and Instruction with an emphasis in English, Mathematics, Sciences or Social Studies Education has the following five possible professional market niches. The student’s program for each niche would contain appropriate study
in both that subject area and that niche to provide the necessary skills to be a productive professional. These five niches are (1) an English language, mathematics, science, or social studies teacher educator in higher education, (2) a subject-specific curriculum coordinator or curriculum supervisor in a medium to large school district, state department of education, or similar work for the federal government, (3) a teacher of English language, mathematics, science, or social studies in a small four-year or community college, (4) a curriculum developer of secondary English, mathematics, science, or social studies, or (5) an educator of programs in English language, mathematics, science, or social studies in commerce and industry.

**English Education Goals**
Students completing an emphasis in English Education will demonstrate a research knowledge base that includes the areas of teaching composition, literary response, language development, developments in English language, and multimedia applications for the English classroom.

**Mathematics Education Goals**
Students completing an emphasis in Mathematics Education will develop a knowledge base in current mathematics education issues, research, and classroom applications and be able to select and pursue appropriate research topics in mathematics education.

**Science Education Goals**
Students completing an emphasis in Science Education will demonstrate an understanding of how science process and content is most effectively learned, the components of state-of-the art curriculum models, and the utilization of the most effective research methodologies designed to expand the theory base.

**Social Studies Education Goals**
Students completing an emphasis in Social Studies Education will develop a knowledge base in current social studies issues, research, and classroom applications and be able to select and pursue appropriate research topics in social studies.

English, Mathematics, Science, or Social Studies Education Specialty Area: 30 hours

A. Concentration: Advanced course work in a discipline or related areas: 18 hours

B. Advanced Studies in the Teaching of English, Mathematics, Science, or Social Studies: 3 hours from the appropriate area:
   ED 8410 English
   ED 8420 Mathematics
   ED 8430 Science
   ED 8440 Social Studies

C. Current Literature in Education-3 hours from the appropriate area:
   ED 8460 English
ED 8470 Mathematics
ED 8480 Science
ED 8490 Social Studies

D. Internship: 3-6 hours

Special Education

Students completing the PhD program in Curriculum and Instruction with an emphasis in Special Education will demonstrate:

1. In depth knowledge of disability and at-risk characteristics integrated with an understanding of how these characteristics relate to the learning and instructional needs of individuals in the 1) delivery of effective curricular and instructional, functional interventions, 2) philosophical and social contexts of special and general education, and 3) legal and organizational context of special and general education.

2. Competency in basic and applied research and evaluation, emphasizing special methodological concerns and evaluation of services with individuals with disabilities and at-risk characteristics.

Specialty Area: 27 hours

A. Special Education Courses: 12 hours as follows

ED SP 8530 Legal and Policy Issues in Special Education
ED SP 9300 Critical Issues and Trends in Special Education
ED SP 9340 Evidence-Based Research in Instructional Design and Delivery
ED SP 9350 Preparing Highly Qualified Special Educators: Research in Teacher Education

B. Electives
EDSP 8940 Directed Research
EDSP 9310 Advanced Research in Learning Disabilities
EDSP 9320 Advanced Research in Emotional/Behavioral Disorders
EDSP 9330 Advanced Research in Mental Retardation
ED SP 9360 Single-Subject Research Design
ED SP 9370 Research in High Incidence Disabilities
ED SP 9010 Grant Writing
ED SP 9010 Accountability & Assessment in Special Education

C. Internship: 6 hours
ED SP 9800 Internship in Curriculum and Instruction
Annual Reviews

Annual reviews of the doctoral student’s progress in the program will be completed by faculty in, or faculty that have a closely-related expertise to, the specialty area. Allied faculty (e.g., Educational Foundations) may be asked by the specialty area to take part in the review.

Doctoral Comprehensive Examination

The purpose of the comprehensive examination process is threefold. First, the comprehensive exam assesses the student’s ability to produce an independent integration and synthesis of knowledge across the graduate course work and topic areas in the program of study. Second, the comprehensive exam assesses the student’s ability to interrelate theory, research, and practice in the program of study. Third, the comprehensive exam assesses the readiness of the student to continue the doctoral program to completion, with an emphasis on subject area knowledge, scholarly writing, and organizational skills. Thus, this assessment evaluates skills developed in previous graduate course work and the student’s readiness to advance to independent, dissertation-level research.

Prior to taking the comprehensive examination, the doctoral student must have selected an advisory committee and filed an approved graduate degree curriculum (GS2 Form) with the Graduate School. The student has five calendar years after the date of the completion of the comprehensive examination to complete all other degree requirements.

A comprehensive examination is attempted only at the recommendation of the student’s advisory committee and after completion of most of the required coursework.

Admission to Candidacy: Admission to the Graduate School does not qualify a student as a candidate for an advanced degree. Such candidacy depends upon the acceptance by the Graduate Dean of a written request for admission to candidacy. This request (GS5 Form) must be filed by the student’s committee within the three weeks following successful completion of the Comprehensive Examination. Any student desiring admission to candidacy must have received full admission to the Graduate School, have a satisfactory academic standing, have on file with the Graduate School an approved graduate degree curriculum (GS2 Form), and have successfully completed the Comprehensive Examination.

Comprehensive Examination Format

There are two options related to the format of the Comprehensive Examination. The decision of which format will be used rests with the student’s doctoral committee.

Option 1: Traditional Written Exam: A Comprehensive Exam Committee will act as an independent committee that develops, administers, and evaluates comprehensive
exams. Within the framework of the purposes stated above, three questions (each of which could have multiple parts) are selected from a test bank of questions related to the areas of curriculum, instruction and assessment, and research methods. Question responses are evaluated by the Comprehensive Exam Committee. In addition, one specialty area question will be developed and responses will be evaluated by the student’s advisory committee. For this format, the total time given to the examination is generally 12 hours divided over two six-hour sessions (3 hours per question). In general, specific comprehensive exam questions are typically not provided beforehand, but some sense of direction or focus may be provided.

Option 2: Portfolio: A portfolio option is available and specific guidelines are forthcoming. In the meantime, if a student would like to consider the portfolio option, he or she should consult with the chair of the advisory committee. It is the advisory committee’s decision to approve the use of this option.

The Comprehensive Exam Committee, program area, and/or advisory committee have two weeks to evaluate responses, submitting comments and results to the Comprehensive Exam Committee. Scoring for each question or artifact will be pass, borderline, or fail. Based upon the results from the traditional written exam or portfolio, one of the following three decisions will be made: 1) a student may pass the comprehensive exam without an oral examination, 2) a student may be required to address issues and concerns related to the traditional written exam or portfolio through an oral examination, or 3) a student may fail the comprehensive exam without an oral examination.

Failing the comprehensive exam will result in one or more of the following, based on the level of performance:
• The student may be given the opportunity to undergo complete reexamination (at least three months after the first examination). A second failure shall result in the student being declared ineligible for the Doctor of Philosophy Degree at Clemson University.
• The advisory committee may impose requirements for additional coursework prior to reexamination.
Satisfactory performance on the comprehensive examination will result in a recommendation to the Dean of the Graduate School of acceptance of a student’s application for admission to candidacy.

Waiver of requirements

The requirements for achieving a graduate degree in Curriculum and Instruction, as outlined in this handbook, are designed to provide a consistent minimum level of performance for all graduate students. At the same time, flexibility is provided to allow for the diverse areas of study and individual strengths of each student. Most of this flexibility is built into the existing requirements.
A course taken at another institution that is equivalent to one of the core courses or other course requirement of your Advisory Committee may be exempted by your demonstration of competency and/or providing evidence of equivalency to your Advisory Committee and the course instructor. A special examination may be offered to meet these requirements. Substitution of a structured core curriculum course requires the concurrence of your Advisory Committee and the Area Coordinator.

Under extreme conditions, you may petition for a waiver of other requirements. Your petition must be made in writing by your Major Advisor to the chair of the Doctoral Advisory Committee and must be submitted at least six months prior to your expected graduation date. The Doctoral Advisory Committee will not grant a waiver except in truly extraordinary circumstances.

**Academic Requirements**

*Maintaining academic standing*

A graduate student must maintain a minimum overall average of B (3.0) for all courses taken. If at any time you fail to satisfy this requirement, you will be automatically placed on probation for one semester during which time you will not be eligible for financial aid/assistantship. You are permitted only one probationary semester during the entire course of your graduate program. In addition, a failing grade (D or F) in a course in your major area may be cause for dismissal regardless of your overall average.

The awarding of an advanced degree does not merely attest to completion of academic requirements in courses, seminars, and research activities, but also to the acquisition of acceptable professional standards, including standards of ethics (see the University’s [Academic Integrity Policy](#)). Violations of professional standards may result in disciplinary action, including dismissal from the program.

*Maximum enrollment*

The upper limits on graduate student enrollment per semester, as outlined in the table below, refer to graduate and undergraduate credits combined and should be attempted only by the most qualified students. Should the six-week and three-week sessions run concurrently, the total credits are not permitted to exceed the upper limit for the six-week session. Graduate students paid solely on an hourly basis are not classified as graduate assistants but are subject to the same limitation in credit loads.
### Maximum Credit Hours

<table>
<thead>
<tr>
<th>Student Category</th>
<th>Semester</th>
<th>6-Week Session</th>
<th>3-Week Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students</td>
<td>18</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>1/4-time Graduate Assistants</td>
<td>15</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>1/2-time Graduate Assistants</td>
<td>12</td>
<td>4</td>
<td>2</td>
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<tr>
<td>3/4-time Graduate Assistants</td>
<td>12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Persons employed full time</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Quarter-time, half-time and three-quarter-time graduate assistants are defined as those who contribute an average of 10, 20 and 28 clock hours per week, respectively, of service to the University for the entire semester. A person employed full time is defined as anyone employed five full working days per week regardless of the employer(s). A graduate student who becomes employed full time while the assistantship is in force must notify the Graduate School and the department providing the assistantship.

**Incomplete coursework**

A grade of Incomplete will be given only if you have not completed the course for some unavoidable reason that is acceptable to the instructor. Unless you complete the requirements for removal of the I grade within the time period stipulated by University policy, the Student Records Office will automatically change the I to an F. Extensions of the deadline for completing the course work are granted only in extreme circumstances. Students who have Incompletes cannot graduate, even if the incomplete courses are not part of your GS2 plan of study. Special courses that constitute multi-semester projects are exempt from this rule. Incomplete grades for those courses may be given until the project is complete.

**Enrollment on a Pass/Fail basis**

The only graduate courses that may be taken on a pass/fail basis are thesis and dissertation research and a small number of unstructured courses in which the pass/fail grading system appears in the course description.

**Auditing courses**

Permission for a student to audit a particular graduate course is at the discretion of the chair of the department, the coordinator of the program offering the course and/or the instructor. The principal factors involved in granting permission are that the auditor must possess the necessary academic background and space must be available.

Audited courses do not carry credit and the fact that a course has been audited is not noted on your official record. Graduate auditors are not required to stand tests or exams. However, the instructor, at his/her own discretion, may demand the auditor’s participation in class to whatever extent deemed desirable.
You may not satisfy by audit a stated prerequisite for a graduate course. Additionally, you may not establish credit through examination in any course for which you were previously registered as an auditor.

**Withdrawing from courses**

Withdrawal from doctoral coursework is strongly discouraged. Exceptional cases should be discussed with the Area Coordinator, your Major Advisor, and the course instructor. If you drop a course when you have an assistantship, and your course load drops below nine credit hours, your assistantship may be revoked for that semester.

**Repeating a course**

Under some circumstances, graduate students may repeat courses in which they received a D or F. No coursework below a grade of C will be applied toward the degree. It also may be recommended by your dissertation committee that you repeat a course if you receive a C. If you repeat a course for which you received a previous grade, you do not receive additional credit. The grades from the two courses are averaged; the C, D or F is not dropped. You may not repeat any graduate course in an attempt to achieve a higher grade.

**Continuous enrollment, leave of absence**

Graduate students who do not maintain continuous enrollment are subject to the requirements in effect at the time you return. Only students who are enrolled are eligible to use University facilities and human resources. Note that you must meet minimum enrollment requirements to be eligible for financial aid (see [Assistantships/Financial Support](#) below).

All graduate students in the program are expected to maintain continuous enrollment during fall and spring semesters. Teacher Education makes every effort to schedule relevant courses such that students can easily maintain enrollment.

To prevent the possibility of termination of financial support, you must request and be granted a leave of absence from Teacher Education. Your request must be approved by both the Area Coordinator and the chair of Teacher Education. Such leaves may be granted to students doing extended specialized training, field placements, or attending another university for specialized course work. Otherwise, a leave of absence will be granted only in exceptional cases. If you have an assistantship or fellowship and take a leave of absence, you are not guaranteed financial support upon your return, even if you did not use up all your support before your leave.

Students failing to maintain continuous enrollment (excluding summer terms) must apply to the Graduate School for re-entry and obtain approval from their department.
Withdrawing from the program/University

If for any reason you decide to withdraw from the program, inform your Major Advisor and then the Graduate Coordinator, who will inform you of the procedures to be followed to officially withdraw from the University. Failure to follow the procedures may result in your owing tuition and other fees to the University. This applies to both domestic and international students.

Advisory Committee

Each graduate student must have a faculty advisor who will also be the chair of the student’s advisory committee. The advisor must be a regular member of the Teacher Education faculty.

Your Major Advisor

The Teacher Education Chair and/or the Graduate Coordinator will serve as the student’s initial advisor until an initial mentor has been assigned. Initial mentors will be suggested by the doctoral advisory committee, will be representative of the student’s specialization area, and, when possible, share research interests. The student is encouraged to meet with the assigned mentor before beginning any additional coursework. It is recommended that the student select a committee chair near the end of their first year of the program. The student is responsible for meeting with potential committee members and for selecting a committee. According to the graduate school guidelines, a doctoral student must have selected an advisory committee and filed an approved graduate degree curriculum (GS2 Form) with the Graduate School by the middle of the second year of their program.

Responsibilities of the initial mentor include assisting the student with selecting coursework, introducing the student to faculty members, and offering advice and support during the crucial first year of doctoral study.

The selection of your Major Advisor is one of the most important decisions you will face as a graduate student. Your Major Advisor helps plan your curriculum and guides your research activities and the preparation of your dissertation. Choose carefully: to facilitate your progress through the program as well as the quality of the program itself. A change of Major Advisor can be considered in cases of a change in research focus as necessary.

The Major Advisor must be chosen from the Teacher Education faculty unless a special written appeal to use an LCH faculty member is made to and approved by the Graduate Coordinator and the Chair of Teacher Education.

Advisory Committee

You will form an advisory committee in consultation with your Major Advisor. Your Advisory Committee will approve your curriculum, supervise your graduate program,
administer your comprehensive and/or final examinations, and initiate the recommendation for awarding your degree. Your Major Advisor will serve as the chair of your Advisory Committee. Faculty are encouraged to serve on a doctoral committee prior to filling the role of chair.

The Advisory Committee must be composed of at least four faculty members according to policies established by the Graduate School. However, it is recommended that the Advisory Committee be composed of five faculty members. The majority of the advisory committee, including the major advisor, must be composed of full-time tenure-track Clemson University faculty from Teacher Education. At least 2 members of the committee should be in the student’s specialty area or have closely-related expertise. At least one member of the committee should hold an appointment outside the Teacher Education unit.

The tasks of the advisory committee include:
- Evaluating the student’s curriculum plan
- Selecting specialization areas to be included
- Evaluating and supervising internships
- Composing and administering the comprehensive examination
- Administering the dissertation proposal defense
- Administering the defense of the dissertation, giving final approval of the dissertation as appropriate, and initiating the recommendation to the Graduate School for awarding the Doctor of Philosophy or Doctor of Education degrees.

In addition to these tasks, the Committee Chair assumes the following responsibilities:
- Advising the student on the development of the curriculum plan
- Giving the student timely feedback on the dissertation proposal and the dissertation manuscript
- Supervising the comprehensive examination
- Supervising the dissertation proposal defense
- Supervising the defense of the dissertation, giving final approval of the dissertation as appropriate, and initiating the recommendation to the Graduate School for awarding the Doctor of Philosophy or Doctor of Education degrees.

Meeting with the Advisory Committee: Doctoral students must meet with members of their advisory committee at least twice prior to the comprehensive exams to discuss program goals.

**Plan of study (GS2)**

Your graduate degree curriculum should be planned very early in your program, and the graduate degree curriculum form (form GS2) should be filed by the middle of your second year in the program. Filing the form early in your program limits the possibility of confusion between you and your advisor on graduation requirements and timelines. In any case, you must file a final form GS2 with the Graduate School no later than the last day of classes of the term before the term in which you plan to graduate. The GS2
represents the formulation of an individual student’s curriculum as approved by your Advisory Committee. It must adhere to Graduate School as well as Teacher Education policies. Courses in excess of those required for the degree should not be listed on the GS2. Any questions concerning undergraduate deficiencies, transfer of graduate credit from other institutions, special program requirements, etc., should be resolved before the GS2 is submitted.

Advisory Committee approval of your plan of study is indicated by their signatures on the GS2. The form must also be approved by the Teacher Education chair and the deans of the college and Graduate School. The form is available on the Graduate School’s website at www.grad.clemson.edu/forms/GeneralForms.php.

You must complete any class 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. In extremely rare situations, it may be necessary to change committee membership. In either case, you must submit a revised GS2.

**Academic Integrity**

A university is a community of scholars dedicated to the inquiry into knowledge. It follows as a basic tenet that students will conduct themselves with integrity in academic pursuits. In instances where the academic standards may have been compromised, Clemson University has a responsibility to protect this process and to respond appropriately and expeditiously to charges of academic misconduct.

*Academic integrity*

A summary of the Graduate School’s policy on academic integrity, current as of press time, follows. For a complete text of the policy, including rules and procedures, and specifics related to former students, academic research and revocation of academic degrees, see the “Appeals and Grievances” section of the Graduate School website at www.grad.clemson.edu/policies/Appeals.php#misconduct and the *Graduate School Announcements* at www.registrar.clemson.edu/html/catalogGrad.htm.

I. Definitions, explanations and examples of violations of academic integrity
   A. **Cheating.** Cheating involves giving, receiving or using unauthorized aid on any academic work submitted for grading including coursework, laboratory assignments, research projects, comprehensive and qualifying examinations, theses and dissertations or using computer center account numbers that belong to another person without the permission of the account owner. Unauthorized aid includes collaborating with classmates or others when explicitly prohibited, using online paper mills or paying individuals to prepare research papers, reports or projects, submitting identical work to satisfy the requirements of more than one class without the approval of the faculty, or using textbooks, notes, the web and other sources when instructed to work alone.
B. **Fabricating/falsifying information.** Fabricating or falsifying information involves actions such as making up data that were not collected, stating that studies were conducted that were not, indicating that original source material was read when information was obtained from secondary or tertiary sources, making up references not used or identifying sources that were not consulted.

C. **Facilitating violations of academic integrity.** Facilitating violations of academic integrity involves students intentionally assisting others to violate the principles of academic integrity (for example, allowing friends access to their work, or instructing students on ways to solicit aid on papers, projects, take home exams, tests for state and national licenses, etc).

D. **Failing to cite contributors.** Failing to cite an author or multiple authors involves not giving credit to individuals who have contributed significantly to a work (paper, research project, poster, etc.) and claiming the final product as one’s own.

E. **Plagiarizing.** Plagiarizing is theft of the work accomplished by someone else. It includes copying words, phrases, sentence structure, computer code or files, images, or ideas from any source and attributing the work to one’s own efforts. Blatant examples of plagiarism include failure to use quotation marks, to indent text of more than three lines and failure to cite consulted sources either in footnotes, endnotes or within the body of the text of a document. More subtle examples of plagiarism include paraphrasing or using others’ conceptual frameworks for developing creative works without acknowledgement or permission or citing a source within the text but then directly quoting the materials without the use of quotations marks or text indentation. For more information about and examples of plagiarism visit [http://www.plagiarism.org/plag_article_what_is_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html)

F. **Thwarting others’ progress.** Thwarting others’ progress involves editing, deleting or otherwise destroying computer files that belong to another person or intentionally stealing or destroying property which prevents others from using it to gain needed information to complete assignments, for example, library materials on reserve, materials on loan by a faculty member or reports and documents made available for student use by external companies, state and federal agencies, etc.

II. **Levels of seriousness of violation**

At the graduate level, it is expected that students exhibit sophistication in understanding the tenets of academic integrity. Even so, it is clear that some types of violations are more serious in nature than others and that some types of violations require deliberate, calculated actions on the part of the student. The Graduate School’s policy categorizes academic integrity violations into four levels, ranging from an unawareness or minor misunderstanding, to an intention to defraud or otherwise engage in criminal-type activity. Each level of violation carries one or more sanctions, from verbal reprimand to permanent dismissal from the University; repeated violations, irrespective of the level, may result in more severe sanctions as well.
III. Graduate Academic Integrity Committee
The authority to resolve cases of violations of academic integrity by enrolled graduate students is vested in the Graduate Academic Integrity Committee (GAIC). The GAIC consists of four tenured faculty members from each of the five colleges, one graduate student from each college. An associate dean of the Graduate School serves as the non-voting administrative coordinator for the GAIC.

IV. Procedures
It is the responsibility of every member of the Clemson University community to enforce the academic integrity policy. Students and staff members should report violations of this policy to the faculty member for the affected course (including the research advisor or internship/practicum/co-op supervisor). When, in the opinion of anyone outside the University, there is evidence that a student has committed a violation of academic integrity, that person should bring the allegation to the attention of the associate dean of the Graduate School. The associate dean will contact the appropriate faculty representative of the student’s program (consistent with the alleged violation).

When, in the opinion of the faculty member, a student has committed a violation of academic integrity, the faculty member will fully document the charge in writing in a statement delivered in a sealed envelope to the associate dean of the Graduate School. At the same time, at his or her discretion, the alleging faculty member is encouraged, but is not required, to privately inform the student charged of the nature of the allegation. Within three working days from the date the associate dean has received a formal charge of an alleged violation, he or she will provide the student with a copy of the charge and the procedures of the GAIC. Those procedures vary depending on the level of the violation and whether the student chooses to pursue a hearing. For more information about the procedures, refer to the Graduate School Announcements at www.registrar.clemson.edu/html/catalogGrad.htm.

Academic research
The effectiveness of the research infrastructure throughout the world is based on the personal and professional integrity of the people involved. The central assumption to all research endeavors is that researchers have done what they say they have done. The School of Education is part of that infrastructure and the research conducted here must withstand the highest scrutiny. Consequently, we must all ensure that our scholarly work is conducted and reported with the highest ethical standards. We must be careful in our recordkeeping and diligent in our efforts to always attribute credit where it belongs. In particular, we must guard against any activity that would bring the integrity of the department or the individuals within it into question. Among the activities to be avoided are:

- Falsification of data – ranging from fabrication to deceptively selective reporting of results or methods, including the purposeful omission of conflicting data with intent to falsify results.
- Plagiarism – representation of another’s work as one’s own.
• Misappropriation of others' ideas – the unauthorized use of privileged information, however obtained.

Assistantships/Financial Support

Description of assistance available

Graduate assistantships are available in teaching and research. Graduate teaching assistantships include graders, laboratory assistants/instructors, and teachers of record. These may be in the form of ¼-time (10 hours per week), ½-time (20 hours per week), or ¾-time (30 hours per week) appointments. Graduate research assistantships are generally made by individual faculty members to conduct research on specific projects. These may also be either ¼-time, ½-time, or ¾-time appointments.

Fellowships are available from organizations outside Clemson University. Information on these opportunities is available from Teacher Education and from the Graduate School website (www.grad.clemson.edu/fellowships.php).

To maintain your assistantship, you must complete the duties in a satisfactory manner and make satisfactory progress toward your degree.

Assistantship funding

The School of Education uses two different sources for funding graduate students: State of South Carolina monies, and funds from contracts, grants, and donations. Students supported by state funds normally are assigned teaching assistant duties while those supported by research contract funds are assigned research duties. All assistantships may be subject to time limits as described below (depending upon the degree being pursued) and are contingent upon your satisfactory performance and progress toward the degree.

• Assistantships for doctoral students will normally extend for four years beyond the master’s degree. The same applies to fellowships awarded to PhD students by the Teacher Education.

• Continuation of assistantships and fellowships is contingent upon satisfactory academic performance, as well as satisfactory performance of assigned duties associated with the assistantship.

• All research contract- and grant-supported graduate assistantships are subject to continued funding by the contracting agency. If a research contract or grant is terminated before you have completed your degree program, Teacher Education will endeavor (on an individual basis) to provide financial support to allow continuation of your program. This might involve teaching assistant responsibilities, where appropriate. The foregoing statement should not be construed as an assurance of funding. You are expected to complete your degree program in a timely fashion.
• All graduate students holding a teaching, research or graduate assistantship appointment at Clemson University shall be compensated based on a standard full-time (100%) equivalent (FTE) rate (12-month basis) established by the Teacher Education. This rate shall also serve as the basis for all rate adjustments described below. Two standard FTE rates shall be established: one for master’s students and another for PhD students. Generally, all such appointments shall be ½-time appointments (50% of the standard FTE rate).

Minimum enrollment

A minimum enrollment is required for appointment as a graduate assistant. During the academic year, the minimum enrollment 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 your degree program and required by your Advisory Committee. Credits in GS 7990 may be included in the minimum in unusual cases cleared in advance with the Graduate School.

An assistantship may be withdrawn at any time for failure to maintain satisfactory enrollment status.

Employment-related information

Income taxes
The State of South Carolina, as well as the U.S. government, levies an income tax. Therefore, as a general rule, state and federal taxes will be withheld from your pay and you will need to file income tax returns with both the state and federal taxing agencies.

Paydays
Paydays are on the 15th and last day of the month. When you go on the payroll for the first time and you are a 12-month GA, you will have a two-week lag before you will be paid. This “lag pay” is paid out after your termination from your position. If you are a 9-month GA, you will be paid up to date (18 checks/semester).

Paperless pay
Stipend checks must be direct-deposited through the University system. You must fill out an “Authorization for Deposit of Net Pay” Form upon starting your assistantship. This action is mandatory; no exceptions. Pay stubs will not be given/mailed to you, but are available electronically through MyCLE.

To view your pay stub and other employment-related information on MyCLE, go to bb.clemson.edu. Enter your employee ID and password in the username and password fields and click “Login”. (If you do not know your employee user ID, you can obtain it by presenting a photo ID at the CCIT Help Desk in Martin M-1.) Then select “View Paycheck” from the CU Faculty & Staff Resources list. Re-enter your employee ID and password to sign in to PeopleSoft. Your most recent pay stub will appear.
Work injury protocol
Should you be injured during the course of your employment responsibilities, you must immediately report the injury to your supervisor. Your supervisor should then immediately call the workers' compensation insurance company. Their medical manager will gather information about the accident and direct you to a healthcare facility or physician for treatment. No coverage will be provided for work-related claims unless reported by your supervisor before you receive medical treatment at the authorized provider.

In the event of severe injury/emergency, call 911 first, and then execute the above procedures.

Workload
The normal ½-time graduate assistantship workload is 20 hours per week (average). Students are sometimes hired for 12.5% (5 hours), 25% (10 hours), 37.5% (15 hours) and 75% (30 hours) of full-time work, under appropriate circumstances. You should be aware of both your academic and work obligations, and are encouraged to discuss any problems with faculty.

Work product
Computer programs written, data generated, discoveries made, derivations developed, etc., in the course of your assistantship are the property of Clemson University.

Reduction of pay
Normally, your agreed-upon workload will be submitted as hours worked for each payroll period. However, if the amount of work you perform consistently deviates below the required workload, your pay will be reduced accordingly. Due to the procedure in which time sheets are currently used, it may be necessary to implement any pay reductions in the pay period following the one in which the work deficiency actually occurred. Pay also may be withheld from students who violate the vacation policy (see below).

Vacation policy
As a rule, graduate assistants do not accrue paid vacation time. Your work timeframe should not be perceived to be the same as the semester class schedule. Generally, graduate assistants work on the same calendar as faculty with 12-month appointments unless different work expectations are distinctly articulated in your offer letter. Teacher Education offers the following time off, without pay, to assistants in good standing: two weeks at Christmas, one week at Spring Break, and a few days in the summer. These days may be scheduled at other times, as long as any interference with teaching responsibilities and/or your research program is minimal. Consult your Major Advisor and supervisor, as policies vary. Any leave beyond this allotment requires approval of your Major Advisor and notification of the Area Coordinator and Teacher Education chair. In the event of a death in your immediate family, illness of a close family member or personal illness or hardship, you may request up to four weeks leave without pay per semester and one week of leave without pay per summer session from your immediate supervisor.
Military leave policy
The Graduate School has ruled that a graduate student on military leave, for example
summer camp, will not receive a stipend for the period of that leave. Students planning
to take military leave should notify the Teacher Education secretary of the inclusive
dates. Short periods of about one week can be taken as regular vacation with no
interruption in pay. Students leaving the campus for six weeks to attend summer camp
must obtain written permission from the dean of the Graduate School to be excused
from the continuous enrollment provision.

Holidays
Graduate students are entitled to take as holidays the days on which the University is
officially closed. See the official University holiday schedule at
http://www.clemson.edu/employment/benefits/holiday.html

Termination of pay
Pay for any session will end when you leave Clemson or are no longer available for
work assignments. Normal termination dates for the spring and fall semesters for
students not continuing into the next session is graduation day. Any deviations from
these dates must be approved by your Major Advisor or the Teacher Education chair.

Outside employment
One of the purposes of a graduate assistantship (research, teaching or administrative)
is to support your subsistence during your graduate studies. Therefore it is the policy of
Teacher Education to disallow you from outside employment if you hold more than a \( \frac{1}{2} \)-
time assistantship. Exceptions to this policy include temporary consulting and/or tutoring
jobs, which you may do if you receive approval from your Major Advisor.

Process and Procedures

Graduate School forms
You will be required to complete the following forms through the course of your studies.
Up-to-date versions of the Graduate School forms are available at
www.grad.clemson.edu/forms/GeneralForms.php.

<table>
<thead>
<tr>
<th>Forms to Complete in Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form ID</td>
</tr>
<tr>
<td>Required By</td>
</tr>
<tr>
<td>Approximate Deadline*</td>
</tr>
<tr>
<td>To be Signed By</td>
</tr>
<tr>
<td>GS2 – Plan of Study</td>
</tr>
<tr>
<td>Graduate School</td>
</tr>
<tr>
<td>Semester prior to graduation</td>
</tr>
<tr>
<td>Advisory Committee members, dean of college, dean of Graduate School</td>
</tr>
<tr>
<td>GS5 – Admission to Doctoral Candidacy</td>
</tr>
<tr>
<td>Graduate School</td>
</tr>
<tr>
<td>At least six months prior to graduation</td>
</tr>
<tr>
<td>Advisory Committee members</td>
</tr>
<tr>
<td>Diploma Application</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>GS7 – Final Comprehensive Exam and Thesis/Dissertation Approval Form</td>
</tr>
</tbody>
</table>

* See specific deadline dates for Graduate School forms at [www.grad.clemson.edu/Deadlines.php](http://www.grad.clemson.edu/Deadlines.php).

**Sample timetable(s) of student progress**

The following table lays out a typical progression through the Curriculum and Instruction program for a full-time student. Part-time student schedules may vary significantly from this timetable.

<table>
<thead>
<tr>
<th><strong>A Sample PhD Program of Study</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 – 1st Semester</strong></td>
</tr>
<tr>
<td><strong>Year 1 – 2nd Semester</strong></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td><strong>Year 4 and beyond</strong></td>
</tr>
</tbody>
</table>

**Checklist/worksheet of requirements**

Use the following checklist to track your completion of program requirements.
<table>
<thead>
<tr>
<th>What</th>
<th>When to Complete</th>
<th>How/Who</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of a Major Advisor</td>
<td>Before the middle of your second year in program</td>
<td>Notify Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>Appointment of Advisory Committee</td>
<td>Before the middle of your second year in program</td>
<td>In consultation with your Major Advisor</td>
<td></td>
</tr>
<tr>
<td>Preparation of curriculum</td>
<td>Before the middle of your second year in program</td>
<td>In consultation with your Major Advisor and Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>File plan of study</td>
<td>Before the middle of your second year in program</td>
<td>Form GS2</td>
<td></td>
</tr>
<tr>
<td>Minimum of 47 credit hours completed, exclusive of research</td>
<td>Within six calendar years prior to graduation</td>
<td>Form GS2</td>
<td></td>
</tr>
<tr>
<td>Comprehensive exam – written</td>
<td>After completion of core classes</td>
<td>Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>Comprehensive exam – oral</td>
<td>After proposal is accepted and not later than 12 months after completing core classes</td>
<td>Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>Admission to doctoral candidacy</td>
<td>Upon completion of comprehensive oral exams and at least six months prior to graduation</td>
<td>Form GS5</td>
<td></td>
</tr>
<tr>
<td>Approval of dissertation proposal</td>
<td>Within approximately one year of completing core classes</td>
<td>Advisory Committee signs proposal; you file proposal with Graduate Coordinator</td>
<td></td>
</tr>
<tr>
<td>Minimum of 18 hours of doctoral research completed</td>
<td>At least six months prior to graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply for diploma</td>
<td>Beginning of final semester*</td>
<td>You fill out online via SISWeb</td>
<td></td>
</tr>
<tr>
<td>Order cap and gown</td>
<td>Beginning of final semester</td>
<td>You order through bookstore</td>
<td></td>
</tr>
</tbody>
</table>

*Final semester refers to the semester in which you will graduate.
<table>
<thead>
<tr>
<th>Event</th>
<th>Deadline Date</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit your dissertation – 1st draft</td>
<td>At least 8 weeks before date of final examination</td>
<td>You supply to Advisory Committee members</td>
</tr>
<tr>
<td>Submit your dissertation – final</td>
<td>Approved copies at least 2 weeks prior to final examination</td>
<td>You supply to Advisory Committee members</td>
</tr>
<tr>
<td>Final Examination</td>
<td>At least 3 weeks prior to graduation*</td>
<td>Major Advisor files GS7 with Graduate School</td>
</tr>
<tr>
<td>Submit your completed manuscript to Graduate School for formatting review</td>
<td>At least 2 weeks prior to graduation* (earlier is better)</td>
<td>You submit online at dissertations.umi.com</td>
</tr>
<tr>
<td>All formatting revisions completed, approval of manuscript by Graduate School</td>
<td>At least one week prior to graduation*</td>
<td>Via email and website; the manuscript review office will notify you of any revisions required and how to submit them</td>
</tr>
</tbody>
</table>

* See specific deadline dates for Graduate School forms at [www.grad.clemson.edu/Deadlines.php](http://www.grad.clemson.edu/Deadlines.php).

**Directed studies**

Directed study is allowed in special circumstances for students whose records indicate that they are already exceptionally well prepared in specific topics. In order to take a directed study, you must:

1. Request a directed study on or before the dates for preregistration for the semester during which you plan to take the directed study.

2. Present to the Area Coordinator, in consultation with your prospective instructor, a completed directed study proposal form. To complete the form, you will need the following:
   - A typed prospectus of the course, including a description of the topic and the direction or purpose of the study.
   - A bibliography of both primary and secondary readings expected to be read or consulted during the course.
   - A schedule of readings, papers, examinations and conferences (with the understanding that such schedules are subject to occasional alteration).
   - A statement made directly from the instructor to the Area Coordinator that clearly indicates the teacher’s willingness to direct such a course.
Directed studies should not be used to pursue work that is immediately relevant to your thesis. (Use the course ID for that purpose.) Directed studies should also not be used when a similar course is in the catalog.

In some cases, a directed study might best be guided by someone outside of Teacher Education. In such cases, and only in the event that the proposal itself merits approval, a Teacher Education faculty member must serve as liaison for the project. No directed studies credit will be given for courses executed entirely outside the formal supervision of Teacher Education.

Approval of directed studies proposals will depend at least in part on the quality of your preceding graduate work. No student whose grade average is below a B+ will be allowed to register for directed studies. Neither will you be allowed to take such a course before having completed at least 12 hours of other graduate work in the program exclusive of research hours. Nor will you normally be allowed to take a directed studies course simply to finish out your course work. If directed study does occur during your final semester (or summer session), it must be quite clear that no other course being offered at that time can satisfy your curriculum needs.

**Annual Review**
Each student in the Curriculum and Instruction program will participate in an annual review. The purpose of this task is to review your progress in the program and provide feedback. As a faculty, we want to be sure you are receiving the support you need to be successful.

By May 15, please send your unofficial transcript, vita, and any additional work that is not represented on your vita but worthy of inclusion (e.g., data analysis for a project) in one PDF to Donna Duncan at donnad@clemson.edu. The review will be conducted by your mentor/advisor and, in some cases, the program area faculty. Your work will be reviewed over the summer and the beginning of the fall and they will contact you individually as needed.

**Guidelines for faculty**

**Major Advisor**
You, the student, have primary responsibility for ensuring that you meet all requirements; your Major Advisor is responsible for ensuring that you have met that responsibility. Your Major Advisor will present any requests for a waiver of a requirement to the faculty for approval.

**Graduate Coordinator**
The Graduate Coordinator serves an oversight role to 1) maintain Teacher Education graduate student files; 2) ensure that students and committees meet all stated deadlines and requirements; 3) notify the faculty when GS2 forms and research study plans are needed for each student; and 4) to moderate disagreements over guidelines. The Graduate Coordinator also ensures that requests for waivers from the guidelines are presented to the faculty in a timely manner; judges matters of course equivalence;
and serves as intermediary during challenges by the faculty of a graduate student’s program or performance. Furthermore, the Graduate Coordinator determines whether requests for changes in your plan of study (GS2), research study, or Advisory Committee composition constitute “minor” changes, and may approve such minor changes on behalf of the faculty or consult with faculty to determine whether requested changes warrant full faculty approval.

Principal Investigator
The Principal Investigator (PI) in a research project must identify any circumstances under which a particular laboratory, field operation, procedure, or activity requires prior approval, and must submit a research protocol if needed. The PI is also responsible for ensuring that all University and department safety regulations and protocol standards are met. This responsibility includes sufficient supervision of students and technicians to ensure adherence to these standards.

General faculty
The faculty of the Teacher Education unit determine the guidelines for the Curriculum and Instruction (C&I) degree program. The faculty may amend the guidelines for the C&I graduate degree program by a simple majority of those voting; all faculty will be polled. Teacher Education faculty have the authority to approve or reject candidates for graduate degrees. Any concern by individual faculty members about your plan of study or conduct in the program should be presented to the Graduate Coordinator as soon as possible. The Graduate Coordinator will communicate any concerns to your Major Advisor for possible action. If the faculty member who raised the concern still wishes for the matter to be considered by the full faculty, the Graduate Coordinator will bring the matter before the faculty at a regular meeting.

NEARING GRADUATION

Doctoral Comprehensive Examinations
The purpose of the comprehensive examination process is threefold. First, the comprehensive exam assesses the student’s ability to produce an independent integration and synthesis across the graduate course work and topic areas in the program of study. Second, the comprehensive exam assesses the student’s ability to interrelate theory, research, and practice in the program of study. Third, the comprehensive exam assesses the readiness of the student to continue the doctoral program to completion, with an emphasis on subject area knowledge, scholarly writing, and organizational skills. Thus, this assessment evaluates skills developed in previous graduate course work and the student’s readiness to advance to independent, dissertation-level research.

Prior to taking the comprehensive examination, the doctoral student must have selected an advisory committee and filed an approved graduate degree curriculum (GS2 Form) with the Graduate School. The student has five calendar years after the date of the completion of the comprehensive examination to complete all other degree requirements.
A comprehensive examination is attempted only at the recommendation of the student’s advisory committee and after completion of most of the required coursework. This examination must be administered by the student’s advisory committee. A majority decision by the student's advisory committee is necessary for approval (passing).

Admission to Candidacy: Admission to the Graduate School does not qualify a student as a candidate for an advanced degree. Such candidacy depends upon the acceptance by the Graduate Dean of a written request for admission to candidacy. This request (GS5 Form) must be filed by the student’s committee within the three weeks following successful completion of the Comprehensive Examination. Any student desiring admission to candidacy must have received full admission to the Graduate School, have a satisfactory academic standing, have on file with the Graduate School an approved graduate degree curriculum (GS2 Form), and have successfully completed the Comprehensive Examination.

Comprehensive Examination Format

Written Exam: Within the framework of the purposes stated above, the specific content and scope of the written examination questions are at the discretion of the committee. One possible written exam format consists of questions drawn from four major areas: educational foundations, educational research, curriculum and instruction, and the specialty area. For this format, the total time given to the examination is generally 16 hours divided over four 4-hour sessions. However, other written exam formats are possible. Regardless of the format, the chair of the advisory committee is responsible for coordinating the construction and grading of the examination. Advisory committee members are responsible for the design and grading of questions in their areas, with input from other committee members. Each committee member will evaluate all written responses from the student. In general, specific comprehensive exam questions are typically not provided beforehand, but some sense of direction or focus may be provided. Scoring for each response will be pass, borderline, or non-pass.

Oral Exam: This process focuses on issues, questions, and concerns related to the written comprehensive exam. The oral comprehensive exam will be evaluated by the advisory committee members. The majority of committee members must be present at the oral examination. This is the venue in which committee feedback to the written exam is shared and discussed. The oral exam will be scheduled not less than two weeks after advisory committee members have received the written comprehensive exam responses.

Unsatisfactory performance on the comprehensive exam will result in one or more of the following, based on the level of performance:

• The student may be given the opportunity to undergo complete reexamination (at least three months after the first examination). A second failure shall result in the student being declared ineligible for the Doctor of Philosophy Degree at Clemson University.
• The advisory committee may impose requirements for additional coursework.

Satisfactory performance on the comprehensive examination will result in a recommendation to the Dean of the Graduate School of acceptance of a student’s application for admission to candidacy.

Results of the doctoral Comprehensive Examination (Form GS5)

The GS5 is filed after successful completion of the comprehensive examinations. Satisfactory completion of the comprehensive examination will result in a change of status from PhD student to PhD candidate.

Students and their respective committees are required to complete an assessment in conjunction with their Comprehensive Exam. The Doctoral Candidate Review Form can be found in the Appendix and is required to be submitted within 2 weeks of the submission of the exam to the committee.

Admission to Doctoral Candidacy

Admission to the Graduate School does not qualify a student as a candidate for a doctoral degree. Such candidacy depends on the acceptance by the dean of the Graduate School of a written request for admission to candidacy. You should file this request, Form GS5, once you have completed a major share of the prescribed graduate residence doctoral course work (research credits excepted), and have successfully undertaken the comprehensive examination(s). Your request for admission to candidacy must list each of the major and minor subjects to be offered for the degree and must contain the title of your proposed dissertation. The request must bear the signed approval of your Major Advisor and the Teacher Education chair.

You must be admitted to candidacy for the PhD degree at least six months prior to your dissertation defense.

Graduate School Deadlines

The Graduate School sets deadlines for the following items. The specific dates are determined according to the academic calendar for the semester in which you plan to graduate.

<table>
<thead>
<tr>
<th>Form/process</th>
<th>Approximate deadline*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit your final GS2 to Enrolled Services</td>
<td>End of the term prior to the term in which you plan to graduate</td>
</tr>
<tr>
<td>Submit GS5 to Enrolled Services</td>
<td>Six months prior to defense</td>
</tr>
<tr>
<td>Complete online application for diploma (formerly Form GS4)</td>
<td>Within the first four weeks of the term in which you will graduate</td>
</tr>
</tbody>
</table>
Dissertation

The dissertation requirement is intended to ensure that doctoral students have demonstrated their ability to design, conduct, and interpret research on significant educational issues and problems. All doctoral-level research should enhance understanding of educational processes and/or inform educational policy and practice.

Dissertation research for the degree requires 18 credits of doctoral research exclusive of any research credits earned at the master’s level. The accumulation of grades of "pass" in thesis or dissertation research does not imply completion of the research, but only indicates satisfactory progress.

General guidelines

All dissertations shall be prepared in accordance with guidelines established by the Graduate School (see www.grad.clemson.edu/Manuscript.php). This guide provides advice on preparing an acceptable and effective dissertation. You should consult this guide before beginning the writing phase of your graduate research. Pay particular attention to formatting requirements.

Planning

Task planning is a very important part of any research program. The deadlines for the tasks depend on the date of anticipated graduation and are presented in the Graduate School Announcements. A list of the deadlines is also available from the Graduate School website, www.grad.clemson.edu/Deadlines.php. Failure to meet any of these deadlines will result in postponement of your graduation.

You must allot sufficient time for writing the dissertation. It is highly recommended that you fully complete your dissertation before leaving the University. Many former students who left without completing their dissertation still have not completed their degree.

*Refer to the Graduate School’s website for actual deadline dates (www.grad.clemson.edu/Deadlines.php). All Graduate School forms are available online at www.grad.clemson.edu/forms/GeneralForms.php.

<table>
<thead>
<tr>
<th>Written notification of defense submitted to Enrolled Services</th>
<th>At least 10 days prior to your defense.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit completed thesis/dissertation electronically for formatting review</td>
<td>Two weeks prior to graduation</td>
</tr>
<tr>
<td>File GS7 with Enrolled Services</td>
<td>Two weeks prior to graduation</td>
</tr>
<tr>
<td>All revisions requested by the Manuscript Review Office must be completed and approved by the Manuscript Review Office</td>
<td>One week prior to graduation</td>
</tr>
</tbody>
</table>
requirements. Experience shows it is very difficult to complete a dissertation after leaving the University.

Library/listing/archives of previous manuscripts

Prior students’ dissertations are available for your review. You can review them at the following link: [http://etd.lib.clemson.edu/?type=Department&inst=Education&page=1](http://etd.lib.clemson.edu/?type=Department&inst=Education&page=1). In addition, many faculty members also maintain copies of manuscripts of students for whom they served as Major Advisor. Your committee members may be able to direct you toward pertinent examples for your review.

Proposal preparation, format, contents

The dissertation proposal is presented to the student’s advisory committee to inform the committee of the nature and scope of the proposed dissertation and to receive approval and guidance concerning the proposed research. The proposal or prospectus consists of a draft of the first three chapters of the dissertation; that is, an introduction to a question in education, a description from the literature of current knowledge in the area of research, a description of an appropriate research methodology, and a bibliography. Though considered a draft, this written document should be professional in content and tone and should be polished enough to be close to final form.

The written proposal must be approved by the advisory committee and communicated through a public oral presentation scheduled with approval of the advisory committee. The written proposal must be available to the advisory committee members at least two weeks before the committee meeting at which the proposal is to be presented and approval given. The advisory committee will be asked to give written approval of the document after the presentation, and that approval will be primarily based on the written proposal document. The committee chairperson should submit a copy of both the written proposal and the signed approval form (GS5) to the Graduate Coordinator no later than two weeks after the proposal approval is granted.

Data collection must not take place prior to successful proposal defense and IRB approval.

Dissertation format

The format of the dissertation is a decision made by the advisory committee and the student. One possible format is a traditional 5-6 chapter dissertation. Another possible format is a journal-ready dissertation. It is suggested that a journal-ready dissertation include three journal articles in addition to the proposal or prospectus. The advisory committee and student negotiate the nature and content of the articles.
Writing the dissertation

The writing process usually begins toward the end of the research period. You should follow the formatting rules provided by the Graduate School at www.grad.clemson.edu/Manuscript.php. The Graduate School's manuscript website provides examples of properly formatted pages, tables and figures. You can format the document yourself, or hire someone to do this for you. It typically takes anywhere from 10-30 hours to format a manuscript at a cost of $10 to $20 an hour. Formatting can be difficult and it is often more efficient to leave this activity to a professional. The Graduate School’s website offers a list of typists available in the Clemson area.

Review and approval

The student, in consultation with his or her major advisor, shall provide each advisory committee member with a copy of the manuscript for initial review. Within three weeks of receiving the draft of the dissertation document, committee members determine if the doctoral candidate is ready to defend the dissertation work. If the dissertation draft is acceptable, committee members sign the Authorization for Oral Defense form to indicate that the oral defense can be scheduled. If major revisions are needed in at least one area of the dissertation, a pre-oral meeting is scheduled with the dissertation committee to discuss any concerns related to methodology, data, or presentation. Required revisions are outlined at the pre-oral meeting. At the pre-oral meeting, the committee may either (a) discuss the timeline for revisions and the oral defense and then sign the Authorization for Oral Defense form or (b) discuss the timeline for extensive revisions and not sign the Authorization for Oral Defense form until those revisions have been completed successfully.

Students must prepare the manuscript in a publication style acceptable to the advisory committee. When the advisory committee approves the manuscript, the thesis or dissertation is presented to the Graduate School for final review and signature prior to duplication. In addition, the candidate must meet all requirements for manuscript preparation as stated by the Graduate School.

You should normally complete a final draft of your manuscript for your Major Advisor’s approval at least six weeks before your oral examination/defense. Final copies of a version approved by your Major Advisor must be submitted to your Advisory Committee at least three weeks before your defense. It is within the rights of any committee member to refuse to meet for your defense if they have not been given the 3-week review period. Your final examination must be administered at least three weeks prior to the date on which your degree is to be conferred.

Candidates for Doctoral Degrees must pass a final oral defense at least three weeks prior to the time of the commencement at which they plan to obtain the degree as indicated in the University’s calendar. The candidate’s advisory committee will conduct the oral defense, and all faculty members are invited to participate. All advisory committee members must be present (or participate via technology). The
Graduate School and School of Education faculty will be notified of the time and place of the oral defense by the major advisor at least ten days prior to the time scheduled. The final examination demands a broad and penetrating interpretation by the student of the research project and conclusions. A student who fails a final oral defense may be allowed a second opportunity only with the recommendation of the advisory committee. Failure of the second examination will result in dismissal from the Graduate School.

As a result of their review of the written document and your oral examination/defense, your Advisory Committee may require that you do more work. After completion of that work and a successful final oral examination, your Advisory Committee will provide any comments or corrections that you must make to your manuscript. After you make the corrections, you must submit your manuscript electronically to the Graduate School for formatting review (see below).

Formatting guidelines and electronic submission

Once you have defended your thesis/dissertation, you must submit it electronically to the Manuscript Review Office of the Graduate School for formatting review. The Graduate School enforces specific formatting guidelines to ensure that your manuscript is considered credible and professional. Templates, examples and specific guidelines are provided on the Graduate School website (www.grad.clemson.edu/manuscript) to assist you in formatting. You will not be allowed to graduate until the Manuscript Review Office has approved your final manuscript.

The Manuscript Review Office uses an electronic thesis/dissertation submission process (ETD). Hard-copy (i.e., paper) manuscripts will not be accepted. Not only does this process make your manuscript more accessible, but it also costs you much less due to the minimization of printing costs.

For more information about ETD and the formatting process, see www.grad.clemson.edu/manuscript.

Patent, copyright/publishing information

You will retain copyright ownership of your thesis/dissertation. However, the right to publish research will be maintained by the School of Education. Copyright ownership of any research publications will be determined by University policy and by the policies of organizations responsible for publishing or distributing copyrighted materials.

All graduate students should keep a formal notebook for recording research procedures and results. Students are urged to study the recommendations for maintaining proper research records that are listed at the University's Patent Policy page (www.clemson.edu/extension/Policy/misc/patents.htm).

All data, research notebooks and related materials (slides, pictures, graphs, publication reprints, etc.) generated by any graduate student within Teacher Education are the
Residence for Doctoral Degree

Residence is a necessary concept in graduate education, particularly in the preparation of the dissertation. The purpose of residence is to require you to spend a specified minimum amount of time in direct personal association with members of the faculty of the University and under direct advisement of your Major Advisor and Advisory Committee, and to participate in other normal activities pertinent to graduate education such as seminars and close association with other student researchers.

To receive the Doctor of Philosophy degree, you must complete at least 15 hours of graduate credit including research credit hours (9910) on the Clemson University campus in a continuous 12-month period.

For students employed substantially more than \( \frac{1}{2} \)-time, a statement specifying the manner in which the residence requirement is to be satisfied shall be formulated by your Advisory Committee and included in your curriculum. Also, upon completion of the final examination, your Advisory Committee will forward to the Graduate School a statement approved by the faculty chair and college dean certifying that residence requirements have been met.

Exceptions to the residence requirement may be granted by the dean of the Graduate School. Major Advisors seeking an exemption to this policy must submit an academic plan for the student that is signed by the Major Advisor and the faculty chair.

Final Examination(s)

PhD Dissertation Defense

An oral examination given at least three weeks before graduation will serve to examine your dissertation research. (See deadlines set by the Graduate School for the specific date for each term at www.grad.clemson.edu/deadlines.html.) You are required to provide a broad and penetrating interpretation of your research project and conclusions. Your committee members sign the Authorization for Oral Defense form before the oral examination can be scheduled. This examination will be conducted under the authority of your Advisory Committee. The examination must be advertised to the Graduate School and School of Education at least ten days before the defense. The student is responsible for informing the Graduate Coordinator of the examination so that the announcement can be submitted. All School of Education faculty members and doctoral students are invited to view the presentation. However, visitors will be dismissed before committee feedback and questions.
Successful completion of this examination and your dissertation will result in a recommendation (GS7 Form) by your Advisory Committee to the Graduate School that the PhD degree be awarded.

Unsatisfactory performance on the final examination will result in a requirement for complete re-examination (with or without recommendations for additional work) or dismissal.

*Expectations*

The oral exam and defense will be in front of a panel consisting of your Advisory Committee along with other faculty and graduate students. The defense examination should last approximately 1.5 hours, with 30 minutes for presentation and general questioning and 1 hour for private questioning by the advisory committee. The exam is graded on a Pass/Fail basis. A majority is needed to pass.

Only two attempts to pass the oral exam will be granted.

The oral exam is based on:

1. An oral defense of your research;
2. General questions as related to your research.

You will be expected to have an in-depth knowledge in your selected research area.

You must also be able to critique/defend approaches and methodologies you used and others cited in the literature.

Students and their respective committees are required to complete an assessment in conjunction with the Dissertation Defense. The **Doctoral Graduate Review Form** can be found in the Appendix and is required to be submitted within 2 weeks of the dissertation defense.

*Timing*

You must complete your final examination(s) at least three weeks prior to graduation. We recommend that you set the schedule for the exam(s) with your Advisory Committee as early in your final semester as possible, to ensure their availability and your completion of the requirement.

*Application for Diploma*

You must submit a formal application for a diploma to the Graduate School. **You must complete this form online in the first four weeks of the semester in which you intend to graduate.** Early submission is not accepted (e.g., do not complete the form in January if you do not plan to graduate until August or December, only if you plan to graduate in May). If you miss the deadline, you must contact Enrolled Services to receive a hard-
copy version of the application; late fees will accrue at $25 the first day after the
deadline and an additional $5 each business day thereafter to a maximum of $125. If
you submit the form and, for some reason, do not graduate in that semester, you must
re-submit in each term in which you hope to graduate thereafter.

If your name in the student database is not as you want it to appear on your diploma
(due to marriage, etc.), you must contact Enrolled Services prior to submitting the
Diploma Application form online. Any degree/major changes via form GS2 must also be
processed before you submit the Diploma Application.

There is no fee to receive a diploma if you attend the graduation ceremony or agree to
pick up your diploma in the Enrolled Services office in Sikes Hall. There is a $10 fee
assessed if you request that your diploma be mailed to you.

For more information, contact Enrolled Services at (864) 656-5339, if your last name
begins with A-L, or (864) 656-5341 if your last name begins with M-Z.

If you choose to participate in graduation ceremonies, you should make arrangements
for cap and gown purchase (or rental, if preferred, for PhD gowns) at this same time.
See the Clemson University Bookstore’s website at www.clemson.edu/bookstore/
gsupplies.htm for deadlines and more information.

Final Check-Out/Exit Interview

When you leave the University due to graduation or any other reason, you must do the
following pertaining to Teacher Education:

- Turn in all keys to the School of Education Dean’s Office (102 Tillman Hall).
- Be sure that all equipment and supplies which you have received from Clemson
  University, including those purchased through grants, are returned.
- Be sure that any portion of the office that you occupied is clean and ready for
  another occupant. Please leave your office in the condition you would have liked
to have found it originally.
- Return all borrowed materials (books, journals, etc.) to their appropriate location.
- Inform the Area Coordinator that you are leaving and have complied with all
  regulations, and schedule an exit interview.
- Complete the School of Education Exit Survey.
**ADDITIONAL INFORMATION**

**Support Services**

_Grievance policy and ombudsman information_

It is the policy of the Graduate School to address all grievances of an academic nature filed by enrolled graduate students. Graduate student grievances are heard by the Graduate Academic Grievance Committee (GAGC). The GAGC typically consists of three faculty representatives from each of the five colleges and one graduate student representative from each college. A six-member Initial Grievance Review Board (IGRB) is formed from among GAGC members and is responsible for determining which grievances will go forward to the GAGC.

**Procedure**

Grievances must be filed with the Graduate School within 60 days of the alleged act and may involve the following: violations of program, department, college or Graduate School policies related to final grades in courses or research (8910 or 9910); violations of program, department, college or Graduate School policies related to the completion of any academic requirement including theses and dissertations, and oral or written comprehensive examinations; and graduate student assistantship employment including offers of assistantship appointments made during recruiting not honored after enrollment.

At any time prior to filing a grievance, the student may consult with the University ombudsman charged with mediation in cases involving graduate students.

Any student wishing to file a complaint must first make every attempt to resolve it within the college. The student must first take the complaint to the faculty or staff member(s) involved. If no resolution can be reached, the student should request assistance from the department chair and the dean of the college.

If the grievance remains unresolved, the student may file the complaint with the Graduate School. The student must first meet with the associate dean of the Graduate School charged with oversight of the GAGC. The associate dean will describe the grievance process to the student. If the student wishes to proceed with the grievance, the associate dean will provide the student with Graduate School Form GSg-A, "Request to File a Grievance," which will enable the student to provide a written statement detailing the issue and his or her attempts to resolve it at the college level by documenting a) the dates of consultations at the college level, b) the names of those persons consulted, and c) the signature of the collegiate dean attesting that no resolution could be reached. The student must return the fully executed Form GSg-A to the Graduate School within 30 days of receipt from the associate dean. Students who fail to file the grievance within this timeframe forfeit their opportunity to proceed.

The student may seek external counsel (an advisor, an attorney, etc.) to assist with preparation of materials to submit to the GAGC. The student may request such
individual accompany him or her to the hearing and may wish to proceed to prepare for this event. Questions concerning possible impacts on the student’s graduate status should he or she not be successful in the grievance may be discussed at this time with the associate dean of the Graduate School.

The IGRB will determine if the complaint, as submitted on Form GSg-A constitutes a grievance under the Graduate School’s policies. Grievable complaints will be addressed by a subcommittee of the GAGC appointed for the purpose of addressing the complaint in question. The subcommittee will convene an informal, closed hearing to recommend a resolution to the grievance. For more information about the procedures, refer to the Graduate School Announcements at www.registrar.clemson.edu/html/catalogGrad.htm.

University Ombudsman
The ombudsman is an independent, confidential resource that provides assistance to faculty, graduate students and post-doctoral students in resolving problems, complaints and conflicts when normal processes and procedures have not worked satisfactorily. The Ombudsman’s Office serves as a central information source on policies, procedures and regulations affecting faculty, graduate students and post-docs. The office refers individuals to persons able to resolve problems or handle appeals at the lowest possible level. Where appropriate, the ombudsman can facilitate and/or mediate communication between parties who find themselves in a dispute.

The ombudsman strives to ensure that faculty, graduate students and post-docs receive fair and equitable treatment within the University system. He provides an independent point of view in an informal and confidential environment. The ombudsman will not identify you or discuss your personal concerns with anyone without your permission. Private confidential meetings can be arranged at your convenience. All communications will be treated with strict confidentiality. The ombudsman works toward resolutions based on principles of fairness. He is neither an advocate for faculty, administration or students, nor an agent of the University, but is an advocate of fair processes.

The Office of the Ombudsman provides fair and impartial counseling to faculty members, graduate students and post-docs by: 1) addressing problems and concerns, and identifying and evaluating options to reach resolutions; 2) providing available resources within the University, particularly as to policies and procedures; 3) serving as a neutral party in conflict resolution; 4) opening lines of communication through mediation; and 5) recommending changes in University policies and procedures when necessary. The ombudsman assists in issues of harassment, academics, unfair or inequitable treatment, or any other University policy that you feel has been applied unfairly or erroneously.

The ombudsman, as a designated neutral, has the responsibility of maintaining strict confidentiality concerning matters that are brought to his attention unless given permission to do otherwise. The only exceptions, at the sole discretion of the ombudsman, are where there appears to be imminent threat of serious harm. The ombudsman must take all reasonable steps to protect any records and files pertaining to confidential discussions from inspection by all other persons, including management.
The ombudsman will not testify in any formal judicial or administrative hearing about concerns brought to his attention. When making recommendations, the ombudsman has the responsibility to suggest actions or policies that will be equitable to all parties.

Concerns can be directed to the University ombudsman by letter, walk-in, appointment or telephone: R. Gordon Halfacre, University Ombudsman for Faculty and Graduate Students and member of the Ombudsman Association, 101 Clemson House; telephone (864) 656-4353 or (864) 656-4957; email ombudsman@clemson.edu.

Counseling services

The demands of graduate school can sometimes seem overwhelming. If you feel you could benefit from talking to a counselor — about grad school stress or any other issue — you may be eligible to receive services from the Counseling and Psychological Services program (CAPS), located in Redfern Health Center. To learn about their current programs, visit the CAPS website at www.clemson.edu/campus-life/campus-services/redfern/mental-health or call them at (864) 656-2451.

Professional Development

There are a number of opportunities for you to develop professionally in addition to your course work and research. These include presenting talks and/or posters at regional and national conferences, becoming a student member of professional organizations, and preparing for your eventual job search. In addition, the Graduate School provides a professional development framework at www.grad.clemson.edu/PDframework.

Career planning

The Michelin Career Center provides information about market conditions and gives assistance in acquiring knowledge about your career opportunities and job requirements. The Center hosts career fairs each fall and spring, and offers workshops in a variety of career-related topics. The Center also provides information about internships and part-time and summer work. For more information, see their website at career.clemson.edu or call (864) 656-6000.

Student government

The Graduate Student Government represents the interests of all graduate students at Clemson. Generally the GSG promotes student participation in University affairs and learning experiences. It also elects representatives to various University boards and committees. Participation in the GSG can provide valuable leadership experience.
Administrative Policies & Procedures

Harassment

It is the policy of Clemson University to conduct and provide programs, activities and services to students, faculty and staff in an atmosphere free from harassment. 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 unreasonably interferes with the 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.

Harassment of University faculty, staff, students or visitors is prohibited and shall subject the offender to appropriate disciplinary action, including dismissal from the program.

Employees or students who feel they are victims of any form of discrimination are encouraged to consult the Office Access & Equity (E-103 Martin Hall, (864) 656-3181) for advice and assistance in resolving complaints.

In the event a graduate student wishes to appeal the resolution of the Office of Access & Equity, the student must submit a written request for an appeal to the dean of the Graduate School, who in turn will convene an ad hoc committee that will review the process and/or sanction. The committee membership will come from faculty and students already appointed to the Graduate Council.

Sexual harassment

Title VII of the Civil Rights Act of 1964, as amended, provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law. The Equal Employment Opportunity Commission has issued guidelines as to what constitutes sexual harassment of an employee under Title VII.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any of the following occurs:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or for arriving at academic decisions affecting an individual;
3. Such conduct unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile or offensive working or academic environment.

Sexual harassment of University faculty, staff or students is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. In the event a claim of sexual harassment arises, the claimant may use University grievance procedures that have been established for faculty, staff and students as appropriate. This policy also prohibits an employee from sexually harassing a superior and a student from sexually harassing a faculty member.

Amorous relationships

Amorous relationships that might be appropriate in other circumstances can be inappropriate when they occur between a faculty member, officer or supervisor of the University, and any student or subordinate employee for whom he/she has a professional responsibility.

Those in positions of authority inherently carry the element of power in their relationships with students or subordinates. It is imperative that those with authority neither abuse, nor appear to abuse, this power entrusted to them.

Officers, supervisors and members of the teaching staff should be aware that any romantic involvement with a student or subordinate employee could make them liable for formal action if a complaint is initiated. Even when both parties have consented to such a relationship, it is the officer, supervisor or faculty member who may be held accountable for unprofessional behavior. Difficulties can also arise from third parties who may feel that they have been disadvantaged by such relationships. Graduate assistants, research assistants, tutors and teaching assistants who are professionally responsible for students would be wise to exercise special care in their relationships with students they instruct or evaluate.

Any questions concerning these statements or Clemson University’s Policy on Sexual Harassment should be directed to the Office Access & Equity (E-103 Martin Hall, (864) 656-3181).

Drugs, alcohol, smoking

Drugs
The use, possession, distribution or dispensation of illegal drugs is strictly prohibited. Violation could result in your dismissal from the University.

Alcohol
Alcoholic beverages are prohibited for any activity held in any college facility including Tillman Hall.
Smoking
In the interest of the safety and health of all the occupants of our buildings, the following smoking policy will be enforced: No smoking is allowed in any classroom, hallway, laboratory, office or other public spaces. These rules are necessary not only for health reasons but also for general building safety.

Computer access and use
Graduate students will have access to a computer in the Tillman Hall Computer Labs and CCIT computer labs.

- Computers used in research labs are paid for through research funding by research professors.
- The Teacher Education technician will give computer support as needed for computers in Tillman Hall, and will notify University computer support personnel if necessary. This includes software and hardware problems. Clemson computer support personnel will not work on a computer unless the primary visible language is English.
- Do not connect a computer to the University network without permission from the Teacher Education technician. All computers connected to the University network must have the latest anti-virus software running continuously.
- Some software is available on the Clemson network. See the Teacher Education technician for details. Computers in Tillman Hall will only run software for which a legal license is obtained. Pirated software is not permitted.
- All Clemson University and CCIT rules concerning computers will be followed.

CCIT offers numerous instructional short courses. Visit their website at ccit.clemson.edu/services/training for details.

Email access, use
Email is the most common medium used by Teacher Education and all parts of the University to communicate with you. Many events and information of importance to your success in the program are announced via email. It is very important that you check your email regularly, at least once a day. If you are requested to respond, you should do so in a timely manner. Note that if you have an assistantship, you will have both a student and an employee email account and will be responsible for checking both on a regular basis.

Mailboxes and personal mail
All personal mail is to be directed to your home address. Teacher Education is not to be used as your mailing address. Teacher Education assumes no responsibility for personal deliveries.
Outgoing mail, both U.S. and campus mail, can be placed in the appropriate receptacles in the reception area. You must provide adequate postage for any U.S. mail. International mail must be taken to the U.S. Post Office.

**Intra-department communications**

Notices of interest to graduate students will be posted in Teacher Education or, on occasion, mailed directly to you. Notices will be posted on Tillman Hall bulletin boards. To ensure receipt of any university or Teacher Education mailings, you should have a current address and telephone number on file with Teacher Education.

**Keys**

You will be issued a key to your office (if assigned one). Students leaving the University through graduation, or for any reason, must return all keys to the Office of the Dean in Tillman 102. A fee will be charged for any unreturned key.

The key(s) issued to you are for your use exclusively. You must never loan keys to anyone else, not even another graduate student. Failure to observe this rule may result in revocation of your key privilege. Unauthorized possession of a key to a University building is prohibited by South Carolina law.

You are responsible for locking all rooms to which you have gained access with a key.

**Building security, maintenance**

Tillman Hall is normally locked at night on weekdays, and throughout weekends. As you enter and leave the building, if it is locked, be sure that all doors are locked behind you.

On football weekends the building will be locked from Friday afternoon to Sunday. Persons entering or leaving Tillman Hall on those days should ensure that all doors are locked behind them.

Report building problems to the Teacher Education chair. If something major is found wrong outside of normal office hours, inform your Major Advisor and/or the Teacher Education chair after you have called the University Security Office at (864) 656-2222.

**Office supplies**

Teacher Education does not furnish office supplies to graduate students for personal use. All research contract-related use of office supplies, including letterhead stationery, must be authorized by your Major Advisor.
Equipment use/Modification

You may use existing equipment provided by the Media Center. It is a firm rule of Teacher Education that no instrument/piece of equipment is to be modified in any way without the express permission of the faculty member in charge of the particular equipment.

You will be personally responsible for any equipment signed out to you. Borrowing/lending of equipment between graduate students is prohibited.

Ordering supplies and equipment

If you order equipment or supplies without the permission of your Major Advisor or the Teacher Education chair, you will be responsible for paying the bill. In addition, students placing orders are responsible for being cognizant of state purchasing regulations, and may be liable for paying the bill in the event of violations.

Recycling

Faculty, staff and students, out of a spirit of environmental sensitivity, collect and recycle aluminum, glass, two kinds of plastic, newspaper, white paper and cardboard. Recycle containers are located throughout Tillman Hall.

Administrative services

You must request secretarial services through your Major Advisor. Only faculty-approved requests for the use of Teacher Education administrative staff will be honored.

Access to Teacher Education files

All Teacher Education files are off limits unless you have express permission to use them.

Faculty offices

Faculty members carry out numerous duties, of which teaching and research are but two. Please observe faculty office hours when posted and arrange appointments in advance whenever possible. Do not enter a faculty member’s office unless invited to do so.

Dress code

On December 3, 1969, the Board of Trustees of Clemson University delegated the power to the student body of Clemson University to recommend rules that regulate student conduct on campus. Clemson University does not have a dress code beyond that defined by local, state and federal laws. Consequently, beyond enforcing dress
appropriate to the occasion for safety purposes, the School of Education does not regulate dress codes. However, the faculty strongly urges graduate students to dress appropriately for meetings and special occasions. Being poorly or improperly dressed for an occasion may impair your future success in obtaining employment. You are representing yourself, your Major Advisor, Teacher Education, and the University when you attend professional meetings, seminars, guest lectures, etc. Accordingly, you should consider how you will present yourself at all professional occasions.

**Student travel**

University-specific travel information and guidelines from the Clemson University Travel Guidelines Index have been incorporated into this section. The complete Guidelines Index, including authority references and guidelines specific to University administration, is available at [www.clemson.edu/procurement](http://www.clemson.edu/procurement) (CU Dept Info, Travel Guidelines). Direct any questions regarding travel to the Graduate Coordinator. Summarized Teacher Education procedures are as follows:

Step 1. Complete “Request to Travel” form, obtain appropriate signatures (PI or faculty member responsible for the account number to which it will be charged) and submit to the Graduate Coordinator.

Step 2. Enter travel status according to guidelines outlined herein.

Step 3. Upon completion of travel, complete “Travel Worksheet”, obtain appropriate signatures, and submit to the Graduate Coordinator for reimbursement.

**Traveler’s responsibilities**

When you file for reimbursement of travel expenses you are stating that:

- You have followed the University's travel policies;
- You have not nor will not receive reimbursement for these expenses from any other entity outside the University;
- None of the expenses are of a personal nature;
- All supporting documentation is on file with your Teacher Education or business officer.

**NOTE:** Under the Progressive Discipline Policy of the University, any employee who falsifies records or documents or willfully violates written rules, regulations or policies can be suspended or terminated from their job.

You must file travel reimbursements within 60 calendar days of the completion of the trip and within the same fiscal year in which the trip occurred. Multiple trip reimbursement requests for trips of a repetitive nature should be claimed on a travel log form. These requests should be submitted at least quarterly. Reimbursement will be made only upon completion of the travel. Any reimbursement request that is not submitted when due will require you to submit and receive approval of a written request stating the reason for the delay with approval by the dean/Teacher Education chair or the business officer and the Director of Procurement Services.
All travel vouchers submitted for reimbursement are required to have the signature of the traveler and one other person authorized to spend funds from the account numbers that appear on the travel voucher. All signatures must be original. No stamped signatures will be accepted.

Travelers are expected to exercise the same judgment when making travel arrangements and expenditures that a prudent person would exercise if traveling on personal business and expending personal funds.

- Excess costs, circuitous routes, delays or luxury accommodations unnecessary or unjustified in the performance of an assignment are not considered exercising prudence.
- Travel by commercial airlines will be in coach or tourist class, except where exigencies require otherwise.
- Transportation to or from points of arrival and departure will be by the most economical method.

**Expenses for spouses**

Reimbursements to an individual may cover only those expenses pertaining to that individual. It may not include expenses pertaining to other individuals, regardless of who paid the expense. Travel expenses for spouses, friends or other individuals not traveling on official University business are not reimbursable.

**Unauthorized costs**

You will be responsible for unauthorized costs and any additional expenses incurred for personal preference or convenience. No reimbursement for reduced fare advance purchase tickets will be made directly to employees prior to the completion of travel if charged on a personal credit card, since direct payment by the University is available using the Teacher Education Purchase Card.

**Meals**

You must be in travel status (more than 10 miles from your residence or official headquarters) to be eligible for reimbursement of meals. While on official travel within South Carolina, actual expenses incurred in obtaining meals up to a maximum of $25 per day will be reimbursed. While on official travel outside South Carolina, actual expenses incurred in obtaining meals up to a maximum of $32 per day will be reimbursed. Actual reimbursement amounts depend on your departure and return times, as follows:

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<td>Breakfast</td>
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<tr>
<td>Lunch</td>
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<td>1:30 p.m.</td>
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<tr>
<td>Dinner</td>
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If you receive reimbursements for meals on non-overnight travel, this amount could be considered income and be reported on your W-2 tax form. For instance, meals on day trips are subject to tax withholding except when a business purpose for the meal can be documented. If you are claiming reimbursement for such business meals, documentation must include the name and affiliation of the person sharing the meal and the nature of the business discussed.

**Lodging**
Lodging expenses will be allowed subject to the following limitations, provided an original, itemized receipt is furnished. Lodging arrangements and any required deposits are your responsibility and will be reimbursed as part of the lodging expenses upon completion of the trip.

- Actual lodging expenses will be reimbursed; however, more moderately priced accommodations must be made when a choice is available. Employees should request a state or government rate when available.
- No reimbursement will be made for overnight lodging within 50 miles of your residence or official headquarters.
- The expense for shared lodging may be reimbursed to one employee if only one original itemized receipt is obtained. If the room is shared with other than a University employee, the single room rate will apply.
- All necessary and reasonable tips for baggage handling will be reimbursed.

**Miscellaneous expenses**
Movies, bar bills, laundry, room service, safes and security insurance, health or spa fees, etc., will not be subject to reimbursement on the travel expense report. These are considered personal in nature and are your responsibility.

Employees are allowed one personal call, of short duration, per day. Charges for long distance telephone calls, telegrams, fax charges or Internet access made on official business will be allowed. A fixed charge by a hotel for telephone service may be reimbursed as part of lodging. It is the responsibility of the traveler and Teacher Education to substantiate whether calls are of a business or personal nature and whether they will be reimbursed.

**Foreign travel**
Travel outside the continental United States, Alaska, Hawaii, Canada, Puerto Rico or the Virgin Islands require approval prior to departure. Foreign travel funded from sponsored program activities must be approved in advance by Sponsored Programs Accounting.

While on foreign travel, actual lodging expenses will be reimbursed. Fees for the purchase of traveler's checks, passports and visas will be reimbursed provided a receipt is furnished. All expenses claimed must be converted to U.S. dollars and the conversion rate and computation should be shown on each receipt.
When an employee is on foreign travel, meal expenses not exceeding federal rates will be reimbursed.

The Provost Advisory Council approved a risk management recommendation to require all Clemson students to obtain international travel insurance when traveling abroad. This applies to both faculty-led and semester abroad programs. The cost is $31 per month and includes $100,000 basic medical (no deductible), medical evacuation/repatriation and up to $2,000 to transport a family member to a patient hospitalized for more than six days. Faculty and staff traveling with student groups may also be covered under the student policy at this cost. Contact the Office of Risk Management at (864) 656-3354 for additional information.

Travel by automobile
Automobile transportation may be used when common carrier transportation cannot be arranged satisfactorily, or to reduce expenses when two or more University employees are traveling together.

University employees may use their own automobile for official travel provided the University would incur no added expenses above that of other forms of transportation available.

Taxi fares and reasonable tolls will be reimbursed to the individual. Receipts must be furnished if claiming airport, hotel or parking garage parking of more than $5.00.

No reimbursement will be made to operators of state-owned vehicles who must pay fines for moving or non-moving violations.

A complete description of travel policies and reimbursement amounts can be found here: [http://www.clemson.edu/cfo/procurement/travel/employeeguidelines.html](http://www.clemson.edu/cfo/procurement/travel/employeeguidelines.html)

**Rental cars**
Travelers should check with several car rental agencies for the most competitive rates. Address insurance requirements with the rental agency. If you do not take the insurance from the vendor, your personal insurance will be required to provide the coverage. Clemson University will only cover you if the rental is in Clemson University's name. Most national car rental companies require a personal credit card which obligates the person renting the vehicle.

**Registration fees**
Registration fees in the amount necessary to qualify you to attend conventions, meetings, conferences, etc., are allowed. These fees can be paid using the Teacher Education Purchase Card or by completing a Direct Purchase Voucher (DPV) and sending it to Accounts Payable at least ten days to two weeks before the deadline of the meeting. If this is not prepaid, and is paid at the time of registration of the meeting, reimbursement will be made after the trip is completed. You *must* have a detailed receipt that indicates the means of payment.
Receipts
Student travelers must submit a receipt for each expense of $5.00 or more, except for meals, taxi fare, tolls and portage. All receipts and paid bills should be originals. If originals are not available, a memorandum, approved at the next level in the approval process, must accompany the travel voucher when it is submitted.

Travel awards
The Graduate Student Government (GSG) awards amounts of up to $500 to full-time graduate students toward their attendance at conferences and other professional development events. See the GSG website for application information http://www.grad.clemson.edu/cgsg/pegas

Inclement weather
Cancellation of classes due to inclement weather is determined by University Administration and announced through local radio and television stations. University Administration attempts to alert students of any disruption of scheduled classes by 7 a.m. Separate announcements are made for the main campus and the University Center in Greenville, so you should listen carefully to the specific announcement.

Political, religious activities
The University cannot engage in political and religious activities. Therefore, it is Teacher Education policy that no political or religious signs will be displayed in Tillman Hall. Nor should University email lists/systems be used to transmit political or religious messages.

Campus Facilities and Resources

Emergencies
You must call the Clemson University Police Department ((864) 656-2222) for all major emergencies: fire, medical, police. They will ensure that the proper authorities are dispatched.

Campus shuttle bus
Clemson University supplies a shuttle bus to transport students between the main campus and the Research Park during fall, spring and summer semesters. Trips are scheduled from 7 a.m. until 6 p.m. Monday through Friday (except during holidays and Fall Break). The shuttle makes one trip per hour from the Hendrix Center to the Research Park. The shuttle leaves the Hendrix Center on the hour and arrives at the Research Park at approximately 20 minutes after the hour. Stops are at AMRL, Rich Lab and Ceramic and Materials Lab.
Graduate Student Government

The Graduate Student Government (GSG) is a University-wide organization of all graduate students for promoting graduate student interests. At the start of each fall semester, Teacher Education GSG representatives are elected. The biweekly senate meetings are open to all graduate students. See the Graduate School Announcements (www.registrar.clemson.edu/html/catalogGrad.htm) for more information, or contact the GSG office at (864) 656-2697. Your active participation in the Graduate Student Government is encouraged.

R.M. Cooper Library

Located on campus adjacent to the reflecting pool, the main library houses more than 1.5 million items, including books, periodicals and microforms. Periodicals can be checked out for a maximum of three days ($1/day late fee) while books can be checked out for six weeks ($0.25/day late fee). The catalog is online and can be accessed from any campus computer. Free online literature searches can be conducted at the main library. An appointment must be made to complete the online search. In addition, the library contains a number of computers and printers as well as copiers, two of which are located in the reference area, and several of which are located on the ground floor. Additionally, there is a coffee shop and convenience store located within the library. For more information about the library, call (864) 656-3024 or the Library Hours Hotline at (864) 656-3027.

The library also has two satellite branches. The Emery A. Gunnin Architectural Library, located in Lee Hall, provides materials on architecture, visual arts, city and regional planning, building science and constructions, and landscape architecture. Its extensive slide library can also be helpful to those interested in history, art, etc. The library’s Special Collections Unit, housed in the Strom Thurmond Institute building, contains rare books, manuscripts of prominent South Carolinians, and materials relating to the history of Clemson University and South Carolina. A smaller, specialized collection is also located in the Chemistry Library in Hunter Hall.

Copy services

Copiers are available in the Cooper Library on various levels. They are coin operated and cost 10¢ per copy. (If you use your Tiger Stripe Card in the copiers, the copies cost only 5¢ per copy.) Student Services also provides copiers at the Manning Hall Lobby, Calhoun Courts Commons Building basement, and the Students Government Complex.

The Union Copy Center, located on the first floor of the Hendrix Center, provides self-service and counter services to students. For more information and hours, call (864) 656-2725.

The Campus Copy Shop located at One Rubin Square, 384 College Avenue, between Hallmark and Domino’s Pizza, offers self-service copiers. They also do full laser copies, engineering copies, blue-prints, binding, passport photos, lamination, reductions and
enlargements, resumes, PMTs, typesetting, etc. They also may be a pickup location for course notes. For more information and hours, call (864) 654-3863.

University Union, Hendrix Student Center, and Brooks Center

The Edgar Brown University Union, the Hendrix Student Center, and the Brooks Center for Performing Arts provide social, educational, cultural, and recreational activities for members of the University and larger community. Hundreds of varied activities are offered to the campus community each year, including films, videos, concerts, bands, comedy and variety acts, short courses, speakers, game tournaments, cultural arts performances, outdoor recreational trips, group travel, and special events.

University Bookstore

The University Bookstore is located on the first floor of the Hendrix Student Center. It stocks all required textbooks and supplies as specified by the various departments, as well as general trade books, greeting cards, computer software, personal care items, etc. The bookstore holds textbook buy-back year-round. The bookstore accepts VISA, MasterCard, and Tiger Stripe. The bookstore also allows students to buy their books online: www.whywaitforbooks.com. Once you get there just pick South Carolina, then Clemson, then the name of your department, then your course and section number. Graduate assistants and teaching assistants may be eligible for discounts at the University Bookstore.

University Health Services

The Redfern Student Health Center on campus provides health services to University students. Redfern offers a variety of services including: outpatient ambulatory care for illnesses and injury, health education on women's health issues, nutritional counseling, dermatology, and orthopedic clinics. Students are seen at Redfern throughout the day by appointment. A walk-in clinic is available to students who do not have an appointment. ASK-A-NURSE telephone services are also available.

If you have questions about services provided, call Redfern Health Center at (864) 656-2233; if you would like to schedule an appointment to see a doctor at Redfern, call the appointment line at (864) 656-1541. For service hours or other information, see their website at http://stuaff.clemson.edu/redfern/.

Fike Recreation Center

Graduate students may use these facilities. Lockers are available at the recreation center. For specific information about the facilities and activities offered, visit http://www.clemson.edu/campus-life/campus-recreation/facilities.
**Sporting events**

Graduate students may purchase season tickets for Clemson football and basketball games. If interested, you should inquire at the IPTAY ticket office (Gate 9, Memorial Stadium) to complete an application. Further information can be obtained from the ticket office ((864) 656-2118). Baseball games are free with University ID. Tickets for soccer games may be purchased at the gate (usually $3 with University ID).

**Campus parking**

Parking on campus is restricted and requires a permit that can be purchased at Parking Services located on the ground level of the Edgar Brown University Union ((864) 656-2270) or via their website at [http://www.clemson.edu/campus-life/campus-services/parking](http://www.clemson.edu/campus-life/campus-services/parking)

**Housing, Area Information**

**Housing**

New graduate students are housed on campus as space permits, after all continuing student and freshman assignments are completed. The University has a small community of two-person apartments in Thornhill Village for single (unmarried) graduate students. In addition, single graduate students may request to live in other areas on campus, as space permits. Graduate students should call the Housing Office at (864) 656-2295.

The Clemson area offers students a host of off-campus housing choices in a wide range of prices. Consult a local realtor for options or more information. Some apartments do not include utilities (electric, water, phone, cable) as part of your lease agreement. You may need to make arrangements to have services connected by contacting the utility companies directly; your property manager/landlord should be able to provide you with the appropriate contact information.

**CAT Bus**

The Clemson Area Transit Service, known as the CAT Bus, is a free bus service provided by the City of Clemson. It offers fare-free shuttles around campus and around the Upstate, including service to Anderson, Central and Seneca. For route information, visit their website at [www.catbus.com](http://www.catbus.com).

**Groceries, services, shopping**

The Clemson area offers a variety of shopping opportunities. There are several grocery stores, banks, commercial laundries and drug stores within just a few miles of campus, many of which are accessible by foot, bicycle or CAT Bus. A wide range of restaurants are also available downtown and along Tiger Boulevard. The greater Upstate area, including Central, Seneca, Easley and Anderson, provides even more products and
services along CAT Bus routes or for those students with private transportation. Contact the Clemson Chamber of Commerce for more information (www.clemsonchamber.org).
# Appendix A
## Assessments for PhD in Curriculum and Instruction – Revised October 12, 2012

<table>
<thead>
<tr>
<th>Standard (CHE developed standards)</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
<th>Assessment 5</th>
</tr>
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<tbody>
<tr>
<td><strong>Standard 1. Cultural Competence.</strong> Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Standard 2. Knowledge and Application of Ethical Principles.</strong> Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Standard 3. Communication Skills.</strong> Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For doctoral programs, candidates are prepared to publish and present at conferences.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Standard 4. Mastery of Relevant Theory and Research.</strong> Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td><strong>Standard 5. Skills in Identifying and Using Professional Resources.</strong> Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Standard 6. Inquiry Skills and Knowledge of Research Methods.</strong> Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Standard 7. Skills in Collaborating, Teaching, and/or Mentoring.</strong> Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Standard 8. Advocacy Skills.</strong> Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Standard 9. Leadership Skills.</strong> Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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</table>
CF Alignment

**Caring Beliefs** - Candidates are committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view.

- **Level 1**: Undergraduate teaching
- **Level 2**: Dissertation

**Caring Actions** - Candidates act in accord with the rights and responsibilities of all, are sensitive to developmental, social, and cultural differences, and encourage a democratic culture.

- **Level 1**: Undergraduate teaching
- **Level 2**: Comps

**Capable Knowledge** - Candidates are knowledgeable about the foundations of education and about their specialty area(s), including appropriate practices.

- **Level 1**: Comps
- **Level 2**: Dissertation

**Capable Practice** - Candidates apply their knowledge through best practices that include the effective use of educational and information technology and appropriate assessments.

- **Level 1,2**: Undergraduate teaching
  *The Graduate Advisory Committee feels that undergraduate teaching is the only assessment that measures capable practice to the true spirit of the learner outcome and its wording.*

**Connected Communication** - Candidates communicate effectively through a variety of representations (spoken, written, and digital).

- **Level 1**: National Presentation
- **Level 2**: Manuscript

**Connected Integration** - Candidates synthesize their knowledge and practices to integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant.

- **Level 1**: Dissertation
- **Level 2**: Undergraduate teaching

Assessments

1. **Comprehensive Exam** - The comprehensive written examination, and the oral defense of the written comprehensive examination responses, is designed to evaluate skills developed in previous graduate course work and the student’s readiness to advance to independent, dissertation-level research. The content and scope of the written examination questions are at the discretion of the advisory committee.
2. **National Presentation** – The doctoral student will conduct a national presentation as a primary author and/or demonstrate competency in scholarly communication within a professional setting.
3. **Undergraduate Teaching** – The doctoral student will teach a college/university undergraduate class and/or demonstrate competency in instructional methods as it relates to higher education.
4. **Manuscript Submission** – The doctoral student will submit a manuscript for publication (national level preferred) as a primary author and/or demonstrate competency in scholarly writing in an external resource.
5. **Dissertation Defense** - The dissertation requirement is intended to ensure that doctoral students have demonstrated their ability to design, conduct, and interpret research on significant educational issues and problems. All doctoral-level research should enhance understanding of
educational processes and/or inform educational policy and practice. The final manuscript must be approved by the advisory committee.

Scoring Rubric

1. **Comp Exam**

Comprehensive Exam - The comprehensive written examination, and the oral defense of the written comprehensive examination responses, is designed to evaluate skills developed in previous graduate course work and the student’s readiness to advance to independent, dissertation-level research. The content and scope of the written examination questions are at the discretion of the advisory committee.

**PhD C&I Comps Rubric**

<table>
<thead>
<tr>
<th>Standard 1. Cultural Competence &amp; CF</th>
<th>Met</th>
<th>Not Met</th>
</tr>
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<tbody>
<tr>
<td>Caring actions level 2; Standard 4. Mastery of Relevant Theory and Research (1, 100%) SC-CLEMSON-CF.CA SC-CLEMSON-CF.CK SC-CLEMSON-EDL-CI-PHD.1 SC-CLEMSON-EDL-CI-PHD.4</td>
<td>• With successful results on the comprehensive exam, the candidate demonstrates a high level of competence in understanding and responding to diversity of culture, language, and ethnicity and communicates specific actions which identify sensitivity to developmental, social, and cultural differences, while encouraging a democratic culture.</td>
<td>• The comprehensive exam responses do not adequately demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity and/or these responses do not adequately specify intentions by the candidate to act in accord with respecting the rights and responsibilities of all and recognizing diverse points of view.</td>
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|  | • With successful results on the comprehensive exam, the candidate demonstrates in-depth, critical knowledge of the theory and research relevant to the professional role of researcher in their specialty area. The comprehensive exam assesses 1) the candidate’s ability to produce an independent integration and synthesis across the graduate course work and topic areas in the program of study, 2) the candidate’s ability to create change, and influence |
|  | • Comprehensive exam responses do not adequately demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role of researcher in their specialty area and/or readiness to advance to independent, dissertation-level research. |
|  | • Comprehensive exam responses do not adequately demonstrate the ability to think strategically, build consensus, create change, and influence |
2. National Presentation

The doctoral student will conduct a national presentation as a primary author and/or demonstrate competency in scholarly communication within a professional setting.

a. Level 0 = No performance/ CF CC1 Score of Unsatisfactory
b. Level 1 = 1 national refereed presentation as a secondary author/CF CC1 Score of Satisfactory
c. Level 2 = 1 national refereed presentation as primary author/CF CC1 Score of Satisfactory
d. Level 3 = 2 or more national refereed presentations as primary author/CF CC1 Score of Satisfactory

Also maps to Standards 3 and 6 above.
3. **Undergraduate Teaching**

The doctoral student will teach a college/university undergraduate class or demonstrate competency in instructional methods as it relates to higher education.

- **Level 0** = No Performance/CF CB1, CA1, CP1/2, CI2 Score of Unsatisfactory
- **Level 1** = Demonstrated competency in instructional methods in a format other than teaching a college/university undergraduate class /CF CB1, CA1, CP1/2, CI2 Score of Satisfactory
- **Level 2** = Co-taught college/university undergraduate class/CF CB1, CA1, CP1/2, CI2 Score of Satisfactory
- **Level 3** = Instructor of record for a college/university undergraduate class/CF CB1, CA1, CP1/2, CI2 Score of Satisfactory

Also maps to Standards 1, 2, 5, 7, and 8 above.

4. **Manuscript**

The doctoral student will submit a manuscript for publication (national level preferred) as a primary author and/or demonstrate competency in scholarly writing in an external resource.

- **Level 0** = No Performance/CF CC2 Score of Unsatisfactory
- **Level 1** = 1 manuscript submitted for publication (national level preferred)/CF CC2 Score of Satisfactory
- **Level 2** = 1 manuscript accepted for publication (national level preferred)/CF CC2 Score of Satisfactory
- **Level 3** = 2 or more manuscripts accepted for publication in national resource/CF CC2 Score of Satisfactory

Also maps to Standard 3 and 5 above.

Note: Items 2, 3, and 4 will be assessed at program completion. In addition, student progress in terms of meeting the national presentation, undergraduate teaching, and manuscript benchmarks will be evaluated at the Comprehensive Examination stage of the program. The rubric below will be used and the student’s committee will be asked to make recommendations for areas of focus as the student move into candidacy.

- **Level 4**: Exceeding the expectations for students at the Comprehensive Examination stage.
- **Level 3**: Meeting the expectations for students at the Comprehensive Examination stage.
**Level 2**: Below the expectations for students at the Comprehensive Examination stage.

**Level 1**: Significantly below the expectations for students at the Comprehensive Examination stage.

**5. Dissertation**

Dissertation Defense - The dissertation requirement is intended to ensure that doctoral students have demonstrated their ability to design, conduct, and interpret research on significant educational issues and problems. All doctoral-level research should enhance understanding of educational processes and/or inform educational policy and practice. The final manuscript must be approved by the advisory committee.

**Dissertation Rubric**

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<td>Met</td>
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<tr>
<td>The dissertation defense will demonstrate a high level of inquiry skills, showing the candidate’s ability to have investigated questions relevant to their practice and professional goals. The successful dissertation defense communicates a research problem, demonstrates a relevant knowledge base with the potential for contribution, effectively completes the work leading to generated knowledge related to the problem, and reports the results in a concise, precise professional style.</td>
<td>The candidate fails to demonstrate a high level of inquiry skills and ability to investigate questions relevant to their practice and professional goals. The candidate inadequately communicates the research problem and/or inadequately demonstrates a relevant knowledge base with the potential for contribution and/or ineffectively completes the work leading to generated knowledge related to the problem and/or inadequately reports the results in a concise, precise professional style.</td>
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<tr>
<th>Standard 7. Skills in Collaborating, Teaching, and/or Mentoring</th>
<th>Not Met</th>
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<tr>
<td>Met</td>
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<tr>
<td>The dissertation defense will be the culmination of the candidate’s ability to demonstrate the flexible, varied skills needed to work collaboratively and effectively with the supervisory committee, research participants, and stakeholders.</td>
<td>The candidate fails to work collaboratively and effectively with the supervisory committee, research participants, and/or stakeholders.</td>
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<tr>
<td>Met</td>
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<tr>
<td>The dissertation defense will demonstrate a high level of inquiry skills, showing the candidate’s ability to have investigated questions relevant to their practice and professional goals. The successful dissertation defense communicates a research problem, demonstrates a relevant knowledge base with the potential for contribution, effectively completes the work leading to generated knowledge related to the problem, and reports the results in a concise, precise professional style.</td>
<td>The candidate fails to demonstrate a high level of inquiry skills and ability to investigate questions relevant to their practice and professional goals. The candidate inadequately communicates the research problem and/or inadequately demonstrates a relevant knowledge base with the potential for contribution and/or ineffectively completes the work leading to generated knowledge related to the problem and/or inadequately reports the results in a concise, precise professional style.</td>
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*Curriculum and Instruction Handbook*
Dissertation Rubric

**Met**

candidate will have maintained appropriate methods of communication, adhered to guidelines (including ethical conduct) and expected professional practice, and developed a positive professional relationship with each member.

• The candidate demonstrates recognition and respect for diverse points of view and advocate for sound professional practices and policies.

• Within the dissertation defense, the candidate demonstrates the ability to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession through the generation of new knowledge. The candidate will make connections within their results to real life by making global issues locally relevant. The candidate will suggest a line of research and future projects stemming from their dissertation results that communicate continued impact.

**Not Met**

and respect for diverse points of view and advocate for sound professional practices and policies.

• The candidate fails to demonstrate the ability to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession through the generation of new knowledge and/or the candidate inadequately draws connections within their results to real life and/or the candidate inadequately proposes a line of research and future projects stemming from their dissertation results that communicate continued impact.
Appendix B

Doctoral Candidate Review

Student Instructions: The following data is used as a guide for Curriculum and Instruction doctoral students at the Comprehensive Examination stage of their studies. While it is not expected that you have items or examples for each question, a general trend toward your degree completion and scholarly development will be conducted. Please complete this form and submit to your Major Advisor within two weeks of the completion of the written component of your Comprehensive Exam. If you have any questions about any item, please consult your Major Advisor.

Preparation

1. List the 3-5 major journals guiding your research frame.
2. List the 3-5 major authors that are guiding your work.
3. What is your primary methodological research technique (e.g., quantitative, qualitative, mixed) and list the courses you have taken to support this burgeoning expertise.
4. List your primary research question(s).
5. List the primary conceptual framework(s) that will guide your dissertation.
6. Briefly identify the gap in existing research that directs the focus of your inquiry.
7. List the names of faculty and graduate students with which you have collaborated that would appear on your vita (e.g., presentations, publications, peer teaching, grant, etc.).

Productivity

8. List (APA format) presentations you have conducted or have been accepted for presentation.
9. List (APA format) publications that you have had published or accepted.
10. List articles you have submitted for publication (include the journal name) that are currently in review or revision.
11. List articles you have submitted for publication (include the journal name) that were not accepted.
12. List journals and/or conferences in which you have served as a reviewer.
13. List undergraduate courses you have shadowed.
14. List undergraduate courses you have supported or co-taught.
15. List undergraduate courses you have taught as the instructor of record.
16. List any other undergraduate course preparation you have completed (e.g., OTEI training, workshops)
17. List any grants with which you have been involved and your role in the project.

**Planning**

18. List your expected/anticipated dissertation proposal semester.
19. List your expected/anticipated dissertation defense semester.
20. Identify the type of faculty position with which you aspire upon graduation (e.g.,
research-intensive university, teaching-intensive university, K-12 teaching position,
other).
21. List the regional area for which you wish to consider in the job market (e.g., Southeast,
Upstate SC, National, etc).

Committee Charge: Based upon the data provided, each committee member evaluates the student on the scale below. The chair should submit the average quotient to the assessment system. In addition, please provide areas of focus for the student for the remainder of the program. Once the review has been completed, the chair should forward the results to the Director of Assessment and Accreditation.

- **Level 4**: Exceeding the expectations for students at the Comprehensive Examination stage.
- **Level 3**: Meeting the expectations for students at the Comprehensive Examination stage.
- **Level 2**: Below the expectations for students at the Comprehensive Examination stage.
- **Level 1**: Significantly below the expectations for students at the Comprehensive Examination stage.

According to the data submitted, the committee recommends the student focus on the dissertation proposal and the following areas in their scholarly development:
Appendix C

Doctoral Graduate Review

Student Instructions: The following data is used to assess the accomplishments of Curriculum and Instruction doctoral students at the degree completion stage of their studies. Please complete this form and submit to your Major Advisor within two weeks of the completion of the dissertation defense. If you have any questions about any item, please consult your Major Advisor.

**Productivity**

22. List (APA format) presentations you have conducted or have been accepted for presentation.

23. List (APA format) publications that you have had published or accepted.

24. List articles you have submitted for publication (include the journal name) that are currently in review or revision.

25. List articles you have submitted for publication (include the journal name) that were not accepted or are currently in review.

26. List journals and/or conferences in which you have served as a reviewer.

27. List undergraduate courses you have shadowed.

28. List undergraduate courses you have supported or co-taught.

29. List undergraduate courses you have taught as the instructor of record.

30. List any other undergraduate course preparation you have completed (e.g., OTEI training, workshops)

31. List any grants with which you have been involved and your role in the project.

**Employment Information**

32. List the title and location of the position you will begin or continue upon completion of the program. If you have not secured a position,
a. Identify the type of faculty position with which you aspire upon graduation (e.g., research-intensive university, teaching-intensive university, K-12 teaching position, other).

b. List the regional area for which you wish to consider in the job market (e.g., Southeast, Upstate SC, National, etc).

33. Please provide a permanent (non-Clemson) email address.

Committee Charge: Based upon the data provided, each committee member evaluates the student on the scale below. The chair should submit the average quotient to the assessment system. Once the review has been completed, the chair should forward the results to the Director of Assessment and Accreditation.

4. **National Presentation:** The doctoral student will conduct a national presentation as a primary author and/or demonstrate competency in scholarly communication within a professional setting.

   - **Level 0** = No performance
   - **Level 1** = 1 national refereed presentation as a secondary author
   - **Level 2** = 1 national refereed presentation as primary author
   - **Level 3** = 2 or more national refereed presentations as primary author

5. **Undergraduate Teaching:** The doctoral student will teach a college/university undergraduate class or demonstrate competency in instructional methods as it relates to higher education.

   - **Level 0** = No Performance
   - **Level 1** = Demonstrated competency in instructional methods in a format other than teaching a college/university undergraduate class
   - **Level 2** = Co-taught college/university undergraduate class
   - **Level 3** = Instructor of record for a college/university undergraduate class

6. **Manuscript:** The doctoral student will submit a manuscript for publication (national level preferred) as a primary author and/or demonstrate competency in scholarly writing in an external resource.

   - **Level 0** = No Performance
   - **Level 1** = 1 manuscript submitted for publication (national level preferred)
   - **Level 2** = 1 manuscript accepted for publication (national level preferred)
   - **Level 3** = 2 or more manuscripts accepted for publication in national resource