LEADERSHIP, COUNSELOR EDUCATION, HUMAN & ORGANIZATIONAL DEVELOPMENT

Revised August, 2014

1 This Handbook provides information specific to the PhD program in Educational Leadership. The document does not supplant nor specifically quote all of Clemson’s institutional policies for students such as those of the Registrar, Bursar, or the Graduate School. Instead, EDL graduate students are responsible for examining Clemson’s student policies, especially those of the Clemson Graduate School. All of these Grad School, Bursar, and other university-wide requirements are posted with links on Clemson’s web pages for students and/or on the Clemson’ Graduate School’s web pages. This EDL PhD program handbook is also available on the School of Education’s Graduate program web pages.
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PURPOSE OF CLEMSON’S PhD IN EDUCATIONAL LEADERSHIP: FIVE DOMAINS

A Doctor of Philosophy (PhD) degree is an academic degree which offers benefits to society as well as the person earning the degree. While professional degrees, such as the Educational Specialist (EdS) or the Educational Doctorate (EdD) offer both advanced graduate work and credentialing, the PhD requires advancement of knowledge and practice available to the field. Clemson’s PhD in Educational Leadership is designed to prepare students to become scholars and leaders, who can discover, integrate and apply knowledge as leaders in schools and post-secondary educational institutions and agencies. This is accomplished through close association with, and apprenticeship to, faculty members experienced in research, teaching and leadership. Doctoral students in Educational Leadership work closely with faculty on shared interests focused on leadership issues from the point of admission through their dissertation defense. The PhD in educational leadership program is designed primarily for working professionals to provide a strong background in five domains: leadership, ethics, diversity, research, and policy.

Leadership

The Leadership domain includes the critical study of leadership and organizational theories and how they inform effective and ethical educational leadership, vision and practices for the purpose of improving educational institutions and the communities they serve.

Ethics

The Ethics domain includes the legal and moral foundations for the purpose of informing and guiding the work of ethical leaders, researchers, and academics who serve educational institutions, agencies, and organizations.

Diversity

The Diversity domain includes knowledge of various cultural groups and knowledge of diverse groups’ historical and contemporary experiences and outcomes for the purpose of strengthening educational institutions, organizations, and communities as well as providing equitable experiences for all.
Research
The Research domain includes identifying, gathering, analyzing and presenting data for the purpose of solving problems of practice and knowledge production.

Policy
The Policy domain includes identification and analysis of current and emerging trends and problems in educational institutions, organizations, and agencies for the purpose of policy improvements.

ADMISSION POLICY AND PROCEDURES
Applications for admission to Clemson’s PhD program in Educational Leadership begin with the online-application at the Clemson Graduate School’s web site. All application materials must be sent to the Clemson Graduate School. Do not send materials electronically or through ground mail to program coordinators or faculty. Do not send materials before completing the online application. The process starts and ends at the Clemson Graduate School and is a two-part process. The Graduate School must accept students as well as the program.

There is a non-degree application option for students. Students who choose this option can be admitted to take classes, however, students may only enroll in EDL 9100, Introductory Doctoral Seminar, as a non-degree seeking student. Students who enter the program as a non-degree seeking student must reapply for full admission to the program.

The two deadlines for application to Clemson’s PhD program in Educational Leadership are March 1 for summer or fall enrollment and October 1 for spring semester enrollment. Applications are reviewed only two times a year after these deadlines.

Applicants are evaluated on a variety of criteria in a packet that includes: cover letter with specified information, transcript, reference letters, curriculum vita, and GRE scores. Packets must be complete.

1) The cover letter must be two or three (2-3) pages in which candidate discusses (1) reasons for pursuing the Ph.D. degree in Educational Leadership, particularly as related to career and professional goals, i.e. elementary and secondary education or higher education, (2) one or more issues on which the candidate
might like to do research, and (3) distinguishing characteristics that demonstrate candidate’s potential for success in this program. This letter will be evaluated as a writing sample.

2) Unofficial transcripts are uploaded for the application review. Official transcripts are required after admission and must be sent directly to the Clemson Graduate School.

3) Three letters of recommendation from current or prior supervisors and at least one professor from a prior degree program should be submitted to the Clemson Graduate School. A form is available on the Clemson Graduate School web site, if desired.

4) A resume or curriculum vita that supports candidacy with evidence of pertinent educational leadership experience and evidence that the candidate can perform in a scholarly environment. Candidates with an interest in the P-12 concentration must hold certification as a principal or work toward the certification during the program.

5) GRE scores must be acceptable. (GRE scores more than five years old relative to the date of initial enrollment will not be accepted.)

6) Because of the strong communication component of the PhD, non-native speakers of English are urged to contact the graduate coordinator prior to initiating an application. Potential applicants will have to demonstrate English proficiency through TOEFL or ELS 112. More information is available through the Clemson Graduate School.

7) A master’s degree in educational leadership or comparable degree program with an acceptable grade point average. There is no direct admission process for students who have completed a master’s degree and who wish to immediately enroll in the doctoral program.

8) Students whose credentials are borderline may be invited to an interview by the Admissions Committee. Appeal procedures are available for students who are not accepted to the program through the Clemson University Graduate School.
Admissions Committee

The Admissions Committee is composed of full-time, tenure-track faculty who teach courses for the Leadership, Counselor Education, Human & Organizational Development (LCH) doctoral program. The Admissions Committee meets within one month of the October 1 and March 1 deadlines to permit Graduate School and School of Education offices adequate time for processing applications. The Admissions Committee’s meeting, to the extent possible, occurs sufficiently before new student registration is opened by Clemson’s Registrar’s Office to allow notification of acceptance.

Mentors

Based on application materials, especially the cover letter and curriculum vita, the Admissions Committee will determine whether there is a relationship between applicant interests and faculty expertise. Based on that determination, a mentor will be assigned to each admitted new student.

Mentors act in the role of advisors to new students through the initial preliminary core courses. Mentors answer general questions about registration and enrollment processes. Mentors help new students identify and enroll in the preliminary core courses. Mentors also encourage students to progress to the preliminary exam in two years or less of enrollment in the program.

Mentors are eligible to serve on their protégés’ Doctoral Advising Committees, but are not required to do so. Because as they experience the preliminary core courses, students’ interests change, the association between mentor expertise and student research agenda may change. That is, by the time of preliminary exams and the selection of a Doctoral Advising Committee, mentors and students may mutually decide to part.

Curriculum Vita

Many accomplished educational leaders apply for studies in the PhD program for Educational Leadership with a résumé as opposed to a curriculum vita. A résumé is an acceptable documentation of professional work, but a curriculum vita is a more appropriate documentation of a scholar’s accomplishments along with the emergence of that scholar’s growing research agenda. Clemson’s
doctrinal students will be asked to document their growth as a scholar at several points in the PhD program process. The introductory course EDL 9100, Introductory Doctoral Seminar, includes the initial guidance to students on the construction of a curriculum vita. Then, throughout the program, students should add to their vitae such evidence of their scholarly development in collaboration with faculty as participation in research proposals, proposals for scholarly conferences, and manuscripts submitted to peer-reviewed publications. These vitae may be reviewed at any time by the faculty to determine adequacy of progress toward degree. The most likely reviews will occur with the preliminary exam, the work required in EDL 9860, research internship, the dissertation proposal, and as an appendix in the doctoral dissertation.

**PROGRAM PROCESS**

The program of study for the PhD includes both courses as well as non-course requirements. Appendix A shows a flow-chart of the program process for Clemson’s PhD in Educational Leadership.

In general, PhD program courses provide pre-requisite knowledge and skills for the PhD program’s non-course requirements. Table 1 shows progress to degree completion and the alignment of course and non-course requirements.

**Table 1**

**Clemson's PhD in Educational Leadership Requirements**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Non-Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Core (12 credits)</td>
<td>✓ Selection of Major Advisor/Chair</td>
</tr>
<tr>
<td>• EDL 9100</td>
<td>✓ Formation of Doctoral Advising Committee</td>
</tr>
<tr>
<td>• EDL 9000</td>
<td>✓ Pass Preliminary Examination</td>
</tr>
<tr>
<td>• EDL 9050</td>
<td>✓ File Program of Studies (GS-2) with Grad School</td>
</tr>
<tr>
<td>• Research Course (EX ST 8010 or EDL 9110)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Comprehensive Program of Studies | ✓ Pass Comprehensive/Qualifying Examination |
| 1) Research Courses (13 credits minimum*) | ✓ File Admission to Candidacy (GS-5) with Grad School |
| 2) Research Internship (EDL 9860) (3 credits) | ✓ Complete IRB Certification or Re-certify |
| 3) Cognate Courses (6 credits) | |</p>
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Non-Course Requirements</th>
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</thead>
<tbody>
<tr>
<td>minimum)</td>
<td></td>
</tr>
<tr>
<td>4) Concentration Options: HE or P12 (18 credits minimum)</td>
<td></td>
</tr>
<tr>
<td>Candidacy Core Courses</td>
<td></td>
</tr>
<tr>
<td>• EDL 9880 (Summer)</td>
<td>✓ Announce Proposal Defense through School’s Office of Graduate Programs</td>
</tr>
<tr>
<td>• EDL 9890 (Fall)</td>
<td>✓ Pass Proposal Defense</td>
</tr>
<tr>
<td>• EDL 9900 (Spring)</td>
<td>✓ Obtain IRB Approval for Study</td>
</tr>
<tr>
<td>Dissertation Research</td>
<td></td>
</tr>
<tr>
<td>• EDL 9910 (minimum of 18 credits – 15 within 12 months)</td>
<td>✓ Complete dissertation and defend within five (5) years of attaining Candidacy (date of filing GS-5)</td>
</tr>
<tr>
<td></td>
<td>✓ File Approved Dissertation and Signed Approval form (GS-7)</td>
</tr>
<tr>
<td></td>
<td>with Grad School</td>
</tr>
</tbody>
</table>

*The Doctoral Advising Committee may require or approve coursework beyond the minimum requirements based on student’s performance and interests.

**Preliminary Core Courses**

The faculty for the PhD in Educational Leadership has determined that four courses provide new PhD students foundational knowledge in the domains of Leadership, Ethics, Diversity, Research, and Policy. These four courses infuse these domains from a variety of perspectives among the disciplines that offer research-based knowledge to the theories and practice of Educational Leadership for life-long learning (P-20). Among the purposes of these core courses is the opportunity for mid-career professionals to develop identities as researchers and scholars in the field of Educational Leadership. The PhD is an academic degree offering students more than advancement in their careers, and including the opportunity to participate in the community of scholars producing and disseminating knowledge for the field.

**Institutional Review Board Certification**

As an ethical matter, educational leaders are professionals with particular responsibilities for protecting the rights of those involved in knowledge development and dissemination. During the Preliminary
Core courses, especially EDL 9100, Introduction to Doctoral Studies Seminar, students receive an introduction to the ethical concerns of conducting research studies involving human participation. Clemson’s Institutional Review Board (IRB) offers training to support these ethical constructs, but also requires that students receive training and certification before they may participate in research studies. This certification lasts only two years, and students’ pace of studies may require re-certification during the length of their program. However, many EDL PhD program requirements focus on PhD students acquiring research skills through hands-on participation in investigations conducted by Clemson faculty. IRB certification is a pre-requisite to such participation. Students who fail to obtain this certification when required also may not be able to sign up for coursework or other experiences for which IRB certification is a pre-requisite.

**Preliminary Examination (Prelims)**

The preliminary examination serves to assess the student's current academic performance level and readiness to continue in the program with more specialized doctoral scholarship. Students should have the majority of their Doctoral Advising Committee members selected prior to taking the Preliminary Examination. Students are responsible for obtaining consent among the faculty about serving in the capacity of Doctoral Advising Committee members and will be asked to document this consent before being permitted to take Prelims. These faculty members score the student’s exam, review the student’s updated curriculum vita, and then meet with the student for advice on the PhD program of studies and sign the Graduate School’s form (GS-2). If the student’s committee feels it is necessary, the student may be required to elaborate on the written prelims in a follow-up oral exam. Significant failure to demonstrate competencies required of a PhD student could result in a hearing before the committee to determine whether the student may proceed in the program. Less significant weaknesses may be addressed with additional course requirements or other non-course requirements.

The Preliminary Examination is a four (4) hour written test of knowledge and skills in the five domains of Leadership, Ethics, Diversity, Research and Policy needed to function successfully in the PhD program. It is given once each semester (fall and spring), and is usually taken after the student's completion of a minimum of four courses/12 credits within 2 years of admission to the program. The
Preliminary Examination evaluates the student’s performance on questions based upon 4 doctoral courses (EDL 9100, EDL 9000, EDL 9050, EXST 8010/EDL 9110) and the 5 domains of Leadership, Ethics, Research, Diversity, and Policy. Prelims serve to assess the student’s current academic performance level.

Students may take the exam while enrolled in the final semester of the preliminary core coursework or in the next semester. Students are discouraged from waiting more than a semester past the completion of the 12th credit of the preliminary core courses. Students who delay their prelims exams beyond the recommended period of within two (2) years of admission may be required to take additional courses by their Doctoral Advising Committees.

**Doctoral Advising Committee**

According to Clemson’s Graduate School, the Doctoral Advising Committee holds the ultimate responsibility for program design and supervision of students and candidates for the degree. All of EDL’s PhD students are encouraged to review Clemson’s academic policies and requirements for Graduate studies on the Graduate School’s web page. Students are responsible for obtaining consent among the faculty about serving in the capacity of Doctoral Advising Committee members.

Committee membership typically involves four full-time, tenure-track faculty members from the EDL program and other disciplines or areas of expertise relevant to the doctoral student’s topic, theory, or methods for dissertation preparation and completion. At least half of the faculty members on the Doctoral Advising Committee must hold expertise in the EDL PhD program. In some cases, non-Clemson committee members may be included on the Doctoral Advising Committee due to their unique expertise germane to the student’s research. Such members are subject to Clemson’s peer review process for adjunct faculty. In other words, tenured faculty among members of the Leadership, Counselor Education, Human, & Organizational Development (LCH) have the final jurisdiction in determining a non-Clemson committee member’s suitability to serve on any Doctoral Advising Committee. Figure 1 shows the possible combinations of faculty expertise in a student’s Doctoral Advising Committee (DAC).
Most Common DAC Configuration

LCH/EDL Chair/Major Advisor + LCH/EDL faculty + LCH/EDL faculty + Cognate faculty

Alternative DAC Configurations

LCH/EDL Chair/Major Advisor + LCH faculty + HEHD faculty + Cognate faculty

LCH/EDL Chair/Major Advisor + LCH faculty + Cognate faculty + non-Clemson faculty

Figure 1. Configurations for EDL Program Doctoral Advising Committees. See also the Clemson Graduate School’s Academic Regulations on Advisory Committees.

At Clemson, even though faculty may hold what is termed a full-time position, most hold only a 9-month contract that covers the period of August 15 through May 15 of the academic year. During the contract period, faculty members have responsibilities for teaching, research and service. Because Clemson is a research-extensive university, not a teaching university, faculty members are involved in research and service (such as committee meetings) when they are not scheduled for courses. Summer contracts generally cover teaching assignments, not research or advising assignments, except in rare cases. Course schedules during the summer usually span four to eight hours daily, which also limit faculty availability for advising during summers. Wise students will anticipate the limited availability of faculty based on these multiple time-demands and make appointments and plan their advising sessions well in advance.

Although drop-ins are welcome, a student who drops-in may be disappointed in not finding faculty in their offices as faculty have prior appointments with other students and/or may be out-of-office for committee meetings or for research in the field. To avoid this disappointment make appointments through email or via the phone. Each faculty member keeps his or her own schedule, so such appointments must be accomplished directly.
Major Advisor & Chair of the Doctoral Advising Committee

Anyone holding a full-time, tenure-track position among the faculty of LCH may serve as a chair of a student’s Doctoral Advising Committee. The terms, Chair and Major Advisor, are used interchangeably. Some Clemson policies also include the term Dissertation Director.

Because Clemson is a research university and a member of the University Council for Educational Administration (UCEA) and because the PhD is an academic degree, the selection of a Major Advisor should focus primarily on expertise in the focus of the student’s research. Clemson’s PhD program in Educational Leadership is designed to support faculty and student productivity in terms of conference presentations and publications based on the EDL field’s research. Therefore, the Major Advisor, as well as other members of the Doctoral Advising Committee, and PhD students will write, present, and publish together. Students need to consider this expectation in selecting their advisors and choose the faculty members whose expertise is most closely aligned with their intended research.

According to Clemson’s Institutional Review Board (IRB) policies, the Major Advisor serves as the Principal Investigator (PI) of the student’s dissertation research project, not the student. That fact places the Major Advisor and student in a mutual high stakes relationship requiring the student’s careful attention to research protocols. Moreover, the Major Advisor needs to demonstrate evidence of the student’s trustworthiness in carrying out these protocols, based on training and assessment of student performance.

Major Advisors are responsible for directing students toward appropriate literature and methods, providing feedback on progress to degree, and assuring that the student is aware of deadlines and institutional requirements for progress toward degree. Students must willingly take such degree progress feedback and research advice, and ultimately hold responsibility for meeting requirements at both program and institutional levels.
Plan of Study

Plan of Study (Clemson Graduate School’s GS-2 form) is established post-prelims by the Doctoral Advising Committee. The Doctoral Advising Committee scores the student’s prelims and then holds a meeting to review the student’s performance and to advise on the remaining coursework in four study areas: (1) Research Courses, (2) Research Internship, (3) Cognate Courses, and (4) Concentration Options, either Higher Education or P-12. The Doctoral Advising Committee has the final ruling on the maximum number of courses in any student’s program of studies. Given students’ background, goals, and interests, some coursework may exceed minimum requirements. Post-prelims, students must earn at least 21 credits before eligibility for the Comprehensive Exam and moving to candidacy.

Research Courses

Educational Leadership is a diverse multi- and interdisciplinary field. Research courses offer a variety of tools for PhD students who also are mid-career professionals; therefore, EDL PhD students are expected to develop general knowledge about a variety of research epistemologies and methods. All students will be introduced to fundamental research designs and analysis techniques spanning the realms of qualitative and quantitative methods. At the introductory level, students must complete both a qualitative and one quantitative course post-prelims. Then the Doctoral Advising Committee directs students on the further research requirements in either advanced qualitative or advanced quantitative course work.

Table 2 offers a non-exhaustive schema of courses to guide students and their Doctoral Advising Committees in designing their programs of studies. Clemson offers other courses from other disciplines that a given student and Doctoral Advising Committee may find more appropriate than those on this list. The minimum number of required Research course hours is 13 credits.
Table 2
Schematic of Required and Possible Research Courses†

<table>
<thead>
<tr>
<th>Preliminary Core Research Courses</th>
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<tr>
<td><strong>(One Required)</strong></td>
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<tr>
<td>EDL 9110: Systematic Inquiry in Educational Leadership</td>
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<tr>
<td>[Spans multiple epistemologies including qualitative and quantitative designs]</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EX ST 8010 and 8011L: Statistical Methods and Stat Methods Lab</td>
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<tr>
<td>[Quantitative emphasis]</td>
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<table>
<thead>
<tr>
<th>Introductory Research</th>
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<tbody>
<tr>
<td><strong>(One each of Qualitative and Quantitative Required)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 9790 Qualitative Research in Education</td>
<td>ED L 8390 Research Methods in Educational Leadership</td>
</tr>
<tr>
<td>ANTH 6030 Qualitative Methods</td>
<td>EX ST 8010, 8011L Statistical Methods I</td>
</tr>
<tr>
<td></td>
<td>EDF 8770 Educational Research I</td>
</tr>
<tr>
<td></td>
<td>EDF 9770 Educational Research II</td>
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<tr>
<td></td>
<td>SOC 8030 Survey Designs for Applied Social Research</td>
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<table>
<thead>
<tr>
<th>Advanced Research</th>
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<tbody>
<tr>
<td><strong>(Determined by Doctoral Advising Committee)</strong></td>
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<table>
<thead>
<tr>
<th>Qualitative or</th>
<th>Quantitative</th>
</tr>
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<tbody>
<tr>
<td>EDF 9710 Case Study and Ethnographic Methods</td>
<td>EDL 8950 Advanced Field Designs for Educational Personnel</td>
</tr>
<tr>
<td>EDF 9720 Grounded Theory and Phenomenological Methods</td>
<td>ED F 9780 Multivariate Educational Research</td>
</tr>
<tr>
<td>EDF 9730 Narrative and Historical Methods</td>
<td>SOC 8070 Advanced Research Methods</td>
</tr>
<tr>
<td>EDF 9740 Emerging Qualitative Research</td>
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</tbody>
</table>

†As a research university, Clemson updates and creates new knowledge and new courses for research on an ongoing basis. This schema only shows some of the possible courses for research.
**Research Internship**

The purpose of the Research Internship (EDL 9860) is to provide students an apprenticeship with faculty members who have current research projects underway. Preferably, students will work under the guidance of their Major Advisors or any other member of their Doctoral Advising Committees. The Research Internship provides students an opportunity to develop viable research questions from the problems and issues of practice and then participate in the development of the research design, data collection, analysis, and reporting phases of research studies. Student products from the Research Internship include conference proposals, presentations, and manuscripts prepared as a co-author with the faculty member/s to whom they apprenticed during the Research Internship. All research conducted in this internship meets Clemson’s Institutional Review Board (IRB) requirements, including the requirement that faculty members, not students, serve as Principal Investigators (PIs). Students also use the Research Internship to build their curriculum vita demonstrating their growth in scholarship and their emerging research agenda for their dissertations. The Research Internship is a required three credits.

**Cognate Courses**

The definition of a cognate, for the purposes of Clemson’s PhD program in Educational Leadership, is a related body of knowledge important for the student’s research agenda. Some programs refer to these courses as a minor. Cognate courses should originate in one of the foundational disciplines for Educational Leadership. Because Educational Leadership is a broad multi- and interdisciplinary field, the determination of an appropriate cognate is ultimately at the discretion of each student’s Doctoral Advisory Committee. Students are encouraged to seek cognates beyond the field of Educational Leadership in such supporting disciplines as Business, Counselor Education, Family and Community Studies, Political Science, Public Administration, Psychology, Sociology, Teacher Education, or Youth Development. For those aspiring to administrative or faculty roles in higher education, students are encouraged to meet institutional accreditation standards through the pursuit of 18 to 21 credits in a cognate field beyond Educational Leadership. The required minimum number of cognate credits is 6.
**Concentration Options: Higher Ed and P12**

Clemson’s PhD in Educational Leadership recognizes the importance of life-long learning as well as leadership policy and systemic issues between schooling and post-secondary education. This P-20 framework is addressed through preliminary and candidacy core coursework as well as through faculty and students’ research agenda. For the Comprehensive program of studies post-prelims, the Doctoral Advising Committees focus students’ programs in one of two concentrations. Higher Education (HE) or elementary and secondary education (P-12). The minimum number of concentration credit hours is 18, but as with all categories of coursework, the Doctoral Advising Committee may recommend exceeding the minimum based on the student’s research agenda and career justifications.

For the Higher Education Concentration, students and their Doctoral Advising Committees choose among a list of courses that provide a foundation of knowledge about higher education institutions. This coursework offers understanding about governance, institutional research and assessment, ethics and other policy issues germane to leadership in Higher Education. Appendix B lists a variety of courses for the Higher Education concentration. The list in Appendix B is not a comprehensive list as courses are developed and added on a regular basis due to emerging research findings from scholarship in the field. Additionally, select seminars are developed based on immediate issues that arise affecting higher educational leadership, policy, and practice.

Students interested in the P-12 concentration have four options among their concentration coursework. In three of these options, students may chose to obtain state of South Carolina licenses for work as school administrators at the building level or at the district level. Note that state regulations provide the requirements for certification; Doctoral Advisory Committees do not have the jurisdiction to change state regulations and requirements. Students must work with EDL’s certification officer (an EDL faculty member) in completing a worksheet of requirements. In many cases, this certification officer may not be a member of the Doctoral Advising Committee. The Major Advisor and Doctoral Advising Committee will need the completed worksheet to enable advising and completion of degree program of studies form, the GS-2. Students who select a certification option are responsible for meeting with the EDL faculty
member designated as the certification officer and obtaining a completed worksheet to circulate among their Doctoral Advising Committee members

To be very clear, the certification worksheet and the GS-2 are two different forms required for P-12 students who have selected a certification option. The certification worksheet is Clemson’s documentation to the state of South Carolina of the approved program for certification. The GS-2 is the Doctoral Advising Committee’s documentation to Clemson’s Graduate School of the course requirements for obtaining the PhD.

Students who select one of the three certification option for their concentration in P-12 must complete the state’s approved program requirements. These certification requirements range in credit hours from 21 to 36. (See Appendix C, PhD in Educational Leadership: P-12 Concentration Options).

P-12 students have a fourth option should they not require any state certification to attain their goals professionally or academically. The fourth option is a non-certification option and the coursework design is completely at the discretion of the Doctoral Advising Committee. Students may select a combination of coursework among courses for both higher education and P-12 concentrations. The minimum number of credits for this non-certification P-12 concentration option is 18.

**Comprehensive Examination**

The Comprehensive Examination is taken by doctoral students at the end of their academic course work. The primary purpose is to give the student an opportunity to perform the following:

1. Demonstrate an understanding of basic concepts beyond the final examination taken in specified courses
2. Form and articulate scholarly arguments and concepts in areas of study
3. Use the methods of argument, presentation, conclusion, implication, application, and organization to synthesize knowledge from the student’s studies
4. Illustrate an ability to integrate concepts from multiple disciplines
5. Through the presentation of an updated curriculum vita, demonstrate qualifications for proceeding to a guided-independent research project (the dissertation)

The Comprehensive Examination provides students the opportunity to synthesize knowledge at an advanced academic level. Each category (Research, Research Internship, Cognate and Concentration coursework) represented in the student’s Program of Study section is included on the Comprehensive Examination. At Clemson, students who successfully complete the Comprehensive Exam are admitted to Candidacy upon the Doctoral Advising Committee members’ signatures on the Graduate School’s GS-5, Results of the Doctoral Degree Comprehensive Examination.

Final Comprehensive exams should be taken prior to enrollment into candidacy core classes (EDL 9880 (summer), 9890 (fall), and 9900 (spring), in that order, and without break). The candidacy core courses are the degree-required residency courses. Given these degree requirements, students should make every effort to complete comprehensive coursework prior to enrollment in the candidacy core. Since the candidacy core courses cycle only once per year, failure to plan poses significant obstacles for completing proposals.

Students may choose from two options for their comprehensive exams: a two-day, 7-question traditional option, or a one-day, 4-question plus project option. The Traditional Option requires only on-demand writing. The Project Option offers students an opportunity to align their exam experience with a strategic projection of their proposal organization, along with some on-demand writing.

**The Traditional Option**

In the traditional option, students answer seven questions over two days: Two questions come from two of the core area (covering the domains of leadership, ethics, diversity, research and policy); two questions come from the student’s concentration area, two from research, and one from their cognate. Students consult with their Doctoral Advising Committee members about who will submit questions from each of the areas (core domains, concentration, researcher, and cognate). Although the student is responsible for discussion of question topics and eliciting study suggestions from the Doctoral Advising Committee, the Major Advisor collects the written questions from faculty and packages the exam questions for
distribution across the two-day period. The Major Advisor also obtains the location and technology necessary for the two-day exam.

During their discussions with Doctoral Advising Committee members, students also obtain and confirm a date for the Oral portion of the exam. This date should be between 10 and 14 days of the scheduled two-day written exam. Oral examination will explore (but may not be limited to) issues related to performance on the written portion of comprehensive exams.

Once the student has successfully completed the requirements for the comprehensive exam, the committee will forward a signed GS-5 form to Clemson’s Graduate School requesting that the student be admitted to candidacy for the PhD degree.

**The Project Option**

The student’s responsibility for working with the Doctoral Advising Committee in the Project Option is similar to student responsibilities in the Traditional Option. The student consults with each member of the Doctoral Advising Committee to determine who will submit questions from each on what topics and in which format, on-demand or project, as well as eliciting study suggestions. The student and Major Advisor then meet to organize the semester-long project and timing of the day-long, 4-question, on-demand writing session and the subsequent Orals. The Major Advisor also obtains the location and technology necessary for the one-day exam. The student confirms the date for the Orals with all committee members and works with staff assistants to schedule a location. The day-long writing date is the deadline for turning in the Project.

The semester-long project must advance the student’s research agenda for his/her dissertation proposal. Students prepare a written product such as a literature review or a paper for possible publication, such as a manuscript in a scholarly or professional journal. This project is due the date of the daylong, on-demand writing session.

Topics for the one-day, on-demand 4-question set are distributed as follows: One covering the domains of leadership, ethics, diversity, research and policy, at least one from the concentration area, one from research, and one from the cognate. The student discusses both question topics and project ideas with
the Doctoral Advising Committee members and then reports these discussions to the Major Advisor. The Major Advisor confirms the project assignment with the Doctoral Advising Committee. The Major Advisor will gather the Doctoral Advising Committee members’ questions for the on-demand writing day and package them for the student written responses.

Note that given state requirements attached to accreditation for certification, P-12 students who have selected a certification option must complete the required certification assessment. Typically, certification concentration assessment involves more than one question and can be arranged with the certification officer, who is an EDL faculty member. The certification officer is the faculty member who signed the certification worksheet which the student submitted to the Doctoral Advising Committee when setting up the program of studies post-prelims for the GS-2.

The student also submits to oral examination as described above, within 10 days or two weeks of the on-demand writing session (which is also the deadline by which the project was submitted). Once the student has successfully completed the requirements for the written comprehensive exam, the project, and the Orals, the committee will forward a signed GS-5 form to Clemson’s Graduate School requesting that the student be admitted to candidacy for the PhD degree.

**Orals**

The oral portion of the exam permits students and Doctoral Advising Committee members to engage in a discussion of the students’ written products, on-demand responses and/or project. The agenda may include a brief, no more than 5 minutes overview, from the student explaining specific, and limited, aspects of the written portion of the exam. Then faculty members engage the student in further analysis, clarification, and discussion of the concepts in the exam. In many cases, it is appropriate for the final portion of the Orals to include an overview of the student’s research agenda and timeline to proposal development and proposal defense.

Students may pass all or part of the exam. The Doctoral Advising Committee may determine specific recommendations for failure of any portion of the exam, including coursework, additional projects, or on-demand writing. Any of these remedies must be
completed a minimum of five months after the original Orals date. For most students, that means that successful completion of the remaining requirements may occur no earlier than the subsequent semester. After a second failure, students will be dismissed from the program.

**Time-to-Degree Clock/Deadline**
Successful completion of the Comprehensive Exam starts the time-to-degree clock. Students must complete all degree requirements within five years of attaining candidacy, the date of the GS-5 form signatures filed with Clemson’s Graduate School.

**CANDIDACY CORE COURSES AND PROPOSAL PREPARATION**
South Carolina’s colleges and universities offer degrees through approval of the SC Commission on Higher Education (CHE). Upon proposal for Clemson’s PhD in Educational Leadership in the early 1990s, CHE insisted that this degree provide access to advanced graduate studies for a specific population of working professionals, teachers, and administrators in SC schools and colleges. At the time, one of the issues for traditional PhD programs included the notion of residency, a period of close association with campus faculty necessary for apprenticeship in developing research agenda and skills. The concern was that non-traditional students who remain on-the-job as they pursue advanced degrees tend to complete coursework, but not the dissertation; a phenomenon known as ABD – All But Dissertation. The remedy for this set of potential issues is found in the Candidacy Core, a set of three courses for PhD candidates that offer a structure for proposal production.

*EDL 9880, Directed Research* is the first course in a sequence of three required post-candidacy courses in which students refine the conceptual basis for their research questions in directed study with faculty. This course is always offered in the summer rolling from the Maymester across both summer terms. PhD candidates use this course to complete their reviews of research and draft Chapter Two of their three-chapter dissertation proposal. In consultation with their Major Advisors and Doctoral Advising Committee members, some students may have an alternate proposal model, but all students are strongly encouraged to use this course to draft a chapter for their dissertation.
EDL 9890, Advanced Doctoral Seminar I follows EDL 9880 every fall semester. During this course, students must follow-up their work from EDL 9880. Besides development of a cogent problem statement and associated research questions, students select appropriate research designs and draft Chapter I of their dissertation prospectus. Traditionally, Chapter 1 is a complete overview of the dissertation research design, with specific highlights from the theory and literature review developed in EDL 9880. That is, without a solid development of the foundational literature on theory and research for their topics from EDL 9880, students find development of Chapter 1 a challenge. Chapter 1 also projects the design of the study which is further developed in the next course of the sequence, EDL 9900.

Every spring, the faculty schedule ED L 9900, Advanced Doctoral Seminar II and focus the majority of the semester on methods associated with the research design resulting from the fall course, EDL 9890. At the end of the semester, students should have Chapters 1 through 3 of their dissertation proposals. Students also may be scheduling their proposal defenses throughout the course duration over the spring semester.

PROPOSAL DEFENSE

The hallmark of research at Clemson, a research-extensive university and a UCEA institution, is the transparent dissemination of knowledge. All EDL PhD proposal defenses are public events. Typically, a PhD candidate cannot schedule a proposal defense without final approval of the three-chapter proposal from the Major Advisor. Then, working with the Doctoral Advising Committee, the PhD candidate schedules a date acceptable to 100% of the committee members. The candidate works with the administrative assistants in the School of Education to reserve a suitable location (conference room) for the proposal. Once the date and location have been determined, the candidate emails Donna Duncan at donnad@clemson.edu to make a public announcement of the defense date and location. Typically, other PhD students and interested faculty are the likely public attendees.

The PhD candidate distributes a complete proposal upon approval of the Major Advisor to the Doctoral Advising Committee at least two weeks prior to the scheduled defense. The agenda of the defense begins with a brief overview of the research study by the PhD candidate. The overview typically includes a discussion of
concepts/theory and prior research, a clear statement of the problem with associated research questions, a design appropriate to the research problem, an explicit specification of the research procedures from data generation/collection through analysis with projected formats for presentation of results. The Doctoral Advising Committee members and others attending the proposal defense may ask questions of the candidate on any aspect of the proposal. Generally, faculty members focus their questions on proposal elements most germane to their areas of expertise.

The outcome of the proposal defense may range from full Doctoral Advising Committee support to proceed, pending IRB approval, to a request for substantial revision to the proposal and scheduling of a new defense. Sometimes the PhD candidate and the Major Advisor receive instructions from the Doctoral Advising Committee to implement minor revisions, circulate the revised proposal, and pending full approval from all of the Doctoral Advising Committee members, then proceed with the study. The next step for proposals approved by the Doctoral Advising Committee is obtaining Clemson's Institutional Review Board approval.

**IRB Approval**

PhD candidates must not seek IRB approval for their dissertation research until successfully defending their proposals. Ultimately, the Major Advisor serves as the Principal Investigator (PI) for the candidate’s research. The steps in this process are key to Clemson’s procedures assuring the ethical construction and trustworthiness of research protocols. In other words, the Doctoral Advising Committee serves as the first step in screening the design and methods of PhD research for validity and ethical treatment of participants. The IRB is a second step in this process, not an initial one. Major Advisors and their immediate supervisors must sign the IRB forms before transmitting them to Clemson’s Office of Research Compliance. The Office of Research Compliance communicates through the Major Advisor, not the PhD candidate.

In addition to the prerequisite of a successful proposal defense, the Office of Research Compliance has two other prerequisites:

1. Certification of the PhD Candidate, which originally should have been obtained in EDL 9100, and renewed, if more than two years have elapsed since then
2. Certification of the Major Advisor

DISSERTATION RESEARCH AND WRITING

The dissertation research and writing process is a highly intensive (18 credit hours minimum) experience that requires close association between the dissertator (PhD Candidate) and the Major Advisor. Particularly concerning IRB requirements, both are ultimately responsible for fidelity in the research protocols. Furthermore, both are also accountable for meeting all of Clemson’s requirements as well as the professional demands for ethics and knowledge development in the field of Educational Leadership. Clemson’s requirements are enumerated on the Graduate School’s web pages for the formatting and submission of dissertations. The field of Educational Leadership demands appropriate written communications and attention to matters of spelling, grammar, and ethics as detailed in the latest edition of the American Psychological Association’s Publication Manual (also known as the APA Manual).

As adult professionals, PhD candidates assume primary responsibilities for establishing their research and writing deadlines and must accommodate the research, teaching and service assignments of their Major Advisors and Doctoral Advising Committee members in setting and meeting those deadlines. Clemson’s Graduate School provides a specific list of deadlines germane to each semester’s timeline for graduation ceremonies, and PhD students must meet such deadlines and should build them into their plans for progressing from the point of their proposal defense through the research and writing processes up to the dissertation defense.

Successful PhD graduates attribute the following strategies to their degree completion:

- Meet at least monthly, if not more with the Major Advisor, and as needed/ recommended with other Doctoral Advising Committee members.
- Divide the research process into sub-tasks based on the study’s methods and protocols and set firm dates for completing those sub-tasks.
- Outline the final dissertation chapters and use those sections as sub-tasks with firm dates for completing those sub-tasks.
• Each sub-task completed should involve informing the Major Advisor as well as receiving Doctoral Advising Committee faculty members’ (primarily the Major Advisor’s) feedback and advice on the next sub-task.

Graduate School Deadlines
Every semester Clemson’s Graduate School publishes specific deadlines for students planning to graduate. Students, not faculty, are responsible for being aware of and meeting all university requirements, especially the deadlines published by the Graduate School. Some of these deadlines occur as early as the first week of classes, and potential graduates must meet those deadlines. Otherwise, the Graduate School will charge and collect late fees for missing any of these deadlines. EDL’s PhD students must meet these deadlines and Graduate School requirements and policies without exception.

Dissertation Defense & Publication
As is the case with the proposal defense, the dissertation defense is a public event for the transparent dissemination of knowledge. Ideally, throughout the program and process, the Major Professor and Doctoral Advising Committee members have worked with the PhD candidate in increasing knowledge dissemination and productivity through presentation of aspects of the student’s research agenda at conferences and in preparing manuscripts. Such presentations serve as preparation for the public defense of the dissertation. These experiences should be apparent in the student’s updated curriculum vita which appears as an appendix in the dissertations from EDL’s PhD program.

All members of the Doctoral Advising Committee and the student have agreed to the defense date at least a month in advance. Students may not attempt to schedule their defenses without explicit permission from their Major Advisor. The PhD candidate submits a final draft of the dissertation to the Doctoral Advisory Committee and the Graduate School at least two weeks before the defense date. The candidate works with the administrative assistants in the School of Education to reserve a suitable location (conference room) for the defense. Once the date and location have been determined, the candidate emails Donna Duncan at donnad@clemson.edu to make a public announcement of the defense date and location and to alert the Graduate School.
Generally the agenda for the dissertation defense follows a similar format as the proposal defense. Candidates provide a brief presentation of their research studies from the theoretical contributions through design, data collection, analysis and results with a discussion of implications for research and practice. Members of the Doctoral Advising Committee as well as other attendees may question the candidate about any aspect of the study. Typically, each faculty member focuses on areas of the study which sustain his or her areas of expertise. Those candidates who have worked closely with their Doctoral Advising Committees, and who have taken the opportunities for co-authoring conference presentations, papers, and manuscripts with faculty, will find the defense a collegial and rewarding conversation among peers.

A successful defense leads to graduation and the receipt of the PhD with a hooding ceremony. The Doctoral Advising Committee determines the next steps if the defense is unsuccessful.

The consequences of failure may range from reconfiguration of the Doctoral Advising Committee to adding to the research protocol or to restarting the process from the proposal stage. As at any point in the PhD program, the Doctoral Advising Committee also has the right to prescribe additional coursework and preparation to aid the student in successfully completing the degree. Usually, the requirements set by the Doctoral Advising Committee require time for completion, which means that the earliest a new dissertation defense may be scheduled is in the next semester.
Appendix A: Clemson’s PhD in Educational Leadership Program Process

Scholarship in a terminal degree requires completion of coursework combined with non-course degree requirements. For the PhD in Educational Leadership (EDL), the process occurs as follows:

**Admission to PhD in Educational Leadership Program & Clemson’s Graduate School**

- Use the Clemson Graduate School On-line Application: [http://www.grad.clemson.edu/Admission.php](http://www.grad.clemson.edu/Admission.php)
- Include additional EDL Program Admissions Requirements: [http://www.clemson.edu/hehd/departments/education/academics/graduate/PhD-EL/index.html](http://www.clemson.edu/hehd/departments/education/academics/graduate/PhD-EL/index.html)  
  [http://www.clemson.edu/hehd/departments/education/academics/graduate/p-12.html](http://www.clemson.edu/hehd/departments/education/academics/graduate/p-12.html)
- Clemson University Financial Support and Tuition Information: [http://www.grad.clemson.edu/Financial.php](http://www.grad.clemson.edu/Financial.php)
- Consultation with appropriate PhD Concentration Coordinator (i.e. Higher Education or P-12)
- Course Work: Clemson’s General Guidelines and Regulations  
  See the Clemson Graduate School Catalogue for the following:
  - Registration for Courses
  - The Grading System
  - Required GPA and Scholastic Probation
  - Independent Study
  - Student Academic Responsibilities
- Selection of Doctoral Advisory Committee and Chair (Major Advisor)
- Formation and Approval of Advisory Committee (Filing of SoE Preliminary Exam Committee by beginning of 2nd year)

**EDL PhD Program Preliminary Core Studies (minimum of three courses/9 credits within 2 years of admission)**

- EDL 9100 Introductory Doctoral Seminar (3 credits)
- EDL 9000 Principles of Educational Leadership (3 credits)
- EDL 9050 Theory and Practice in Educational Leadership (3 credits)
- EDL 9110, Systematic Inquiry in Educational Leadership OR  
  EX ST 8010 and 8011L, Statistical Methods I with Lab (4 credits)

**Preliminary Examination (upon completion of at least 9 credits among the Prelim Core)**

- Preparation for Preliminary Examination
- Study for questions representing the following domains:
  - Leadership
  - Research
  - Policy
  - Ethics
  - Diversity
- Successful Completion of the Preliminary Examination
- Establishing the Program of Study Plan (Filing of GS-2 Form)

**EDL PhD Program of Study including:**

A. Research Courses (minimum of 13 credits)
B. Concentration (minimum of 18 credits)
C. Cognate (minimum of six credits, 18-21 recommended)
D. Research Internship (3 credits)

The Comprehensive Examination (Minimum of 21 credits post-Preliminary Exam)

- Confirmation of Doctoral Advisory Committee membership and audit of GS-2 courses
- Preparation for Comprehensive Examination
  - Traditional Option (2-day, 7-question on-demand writing) with Orals OR
  - Projection Option (daylong, 4-questions on-demand writing +semester-long writing project) with Orals
- Successful Completion of the Comprehensive Examination (Filing of GS-5 Form)

Dissertation Proposal and Residency

- Completion of the post- Comprehensive Examination Residency through the following Courses [in the specified sequence]:
  - EDL 9880 Directed Research (summer - Chapter 2 of proposal/prospectus literature review)
  - EDL 9890 Advanced Seminar in Educational Leadership (fall - Chapter 1 of proposal/prospectus overview)
  - EDL 9900 Clinical Research in Educational Leadership (spring - Chapter 3 of proposal/prospectus design and procedures)
- Dissertation Proposal Defense Committee Meeting²
- Filing of SoE Dissertation Proposal Approval Form³
- Receipt of Institutional Review Board Approval

Dissertation Research and Writing

- Writing the Dissertation:
  - EDL 9910 Doctoral Dissertation Research (18 hours)
- The Final Timeline – See Clemson Graduate School Deadlines: http://www.grad.clemson.edu/Deadlines.php
- (Filing of GS4 & GS7 forms are not considered complete until Committee indicates successful completion of the Dissertation Defense)

Dissertation Defense

- Filing of Announcement for the Dissertation Defense
- The Dissertation Defense
- Dissertation Defense Results and Final Dissertation Copy
- The Ending Steps in the Dissertation Process

Publication of Results

- Selection of a Portion of Dissertation to Publish
- Submission of Manuscript to a Refereed Journal

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² Produce IRB certification at the Proposal Defense meeting
³ IRB approval occurs after Committee Approval of the Dissertation Proposal and the filing of the SoE Dissertation Proposal Approval Form
⁴ No EDL 9910 credits may be accumulated before achieving candidacy, i.e. passing the Comprehensive Examination
Appendix B: List of Higher Education Concentration Courses

ED C 8040: Student Development Theories
ED L 7650: Assessment in Higher Education
ED L 8200: Politics of Education
ED L 8390: Research Methods in Educational Leadership
ED L 8850: Selected Topics in Educational Administration
ED L 9150: Educational Planning
ED L 9350: History of Higher Education
ED L 9500: Educational Policy Studies
ED L 9550: The Two-Year College
ED L 9600: Legal Principles in the Administration of Institutions of Higher Education
ED L 9620: Higher Education Governance
ED L 9650: Higher Education Finance
ED L 9700: Foundations of Higher Education
ED L 9720: Ethics in Educational Leadership
ED L 9750: College Teaching
ED L 9760: External Effectiveness in Higher Education
ED L 9770: Diversity Issues in Higher Education
ED L 9800: Current Issues in Educational Leadership

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5 This list of courses is not exhaustive. Based on emerging knowledge, faculty research, and student interest, new courses will be added and/or one-time seminars offered based on current issues in the field. Please note that the Doctoral Advising Committee approves a student's program of study (GS-2). Students who take courses without an approved GS-2, and without full awareness of their Doctoral Advising Committee run the risk of disapproval by the committee and may have to take additional courses.
### Appendix C: PhD in Educational Leadership: P-12 Concentration Options

<table>
<thead>
<tr>
<th>Building Level Certification Option:</th>
<th>District Level Certification Option:</th>
<th>Building &amp; District Level Certifications</th>
<th>Non-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Elementary OR Secondary School Principal/Supervisor</td>
<td>SC Superintendent Certification</td>
<td>SC Elem or Sec Principal/Supervisor Plus SC Superintendent</td>
<td>Combination of any certification courses plus other options:</td>
</tr>
</tbody>
</table>

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6 The courses listed meet SC Department of Education requirements for approved programs at the building level and the program meets CAEP/ELCC National Recognition for an accredited program.

7 Candidates must have both teacher certification and 3 years of teaching experience at the level of principal/supervisor certification sought. For example, to be eligible for SC Elementary Principal/Supervisor certification, the candidate must have a valid SC Elementary Teacher Certificate and three years of teaching in one or more of elementary grades, 1 through 5.

8 For final approval of the superintendent’s certification, the state of SC requires not only holding the principal certificate, but also completion of two years of employment in a position utilizing that certificate as prerequisites. Therefore, completion of coursework satisfies only a portion of the requirements for district superintendent under SC statutes and regulations.

9 Note: Certification Field Experiences/Practical do not substitute for the required Research Internship (EDL 9860) nor vice versa.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 8300</td>
<td>Bus. Mgt. in Ed. - 3 cr.</td>
<td></td>
</tr>
<tr>
<td>EDL 8500/8510</td>
<td>Practicum in Sch. Sys. Adm. I &amp; II- 6 cr.</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits = 21\(^10\)

Total Credits=24

Total Credits=36

Total Credits = minimum of 18

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\(^{10}\) To meet SC certification requirements, some concentration options must exceed the degree minimum of 18 credits.
Appendix D: Assessments

CONCEPTUAL FRAMEWORK

Mission Statement

The Mission of the Eugene T. Moore School of Education is to prepare caring and capable professionals through intellectually engaging experiences in theory, method, and research that connect them to the communities in which they live and serve.

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.

**Conceptual Framework Assessment Scores Complaint Policy:**
Students who have purchased and registered an account in LiveText have access to assessment scores through courses in which the assessments were scored. If a student has a concern or disagreement about an assessment system score please contact the School of Education Dean, Dr. George Petersen (656-4444 or soedean@clemson.edu). For more information about the scoring process, please contact Michalann Evatt (mevtt@clemson.edu or 656-3482).

**Commitment to Diversity**

The Eugene T. Moore School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.
<table>
<thead>
<tr>
<th>Standard (CHE and CF)</th>
<th>Assessment 1 Prelim Exam</th>
<th>Assessment 2 Comp Exam Core</th>
<th>Assessment 3 Comp Exam Concentration</th>
<th>Assessment 4 Research Internship</th>
<th>Assessment 5 Dissertation Proposal</th>
<th>Assessment 6 Dissertation</th>
</tr>
</thead>
<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>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CF Caring Actions (CA):</strong> Candidates act in accord with the rights and responsibilities of all, are sensitive to developmental, social, and cultural differences, and encourage a democratic culture.</td>
<td>(CA₁)</td>
<td></td>
<td>(CA₂)</td>
<td></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>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CF Caring Beliefs (CB):</strong> Candidates are committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view.</td>
<td>(CB₁)</td>
<td></td>
<td>(CC₁)</td>
<td>(CB₂)</td>
<td></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>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CF Connected Communication (CC):</strong> Candidates communicate effectively through a variety of representations (spoken, written, and digital).</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(CC₂)</td>
</tr>
<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>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CF Capable Knowledge (CK):</strong> Candidates are knowledgeable about the foundations of education and about their specialty area(s), including appropriate practices.</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>X</td>
<td></td>
<td>(CP₁)</td>
</tr>
<tr>
<td>Standard 6. Inquiry Skills and Knowledge of Research Methods. 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>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Standard 7. Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Standard 8. Advocacy Skills. 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>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Standard 9. Leadership Skills. 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 profession.</td>
<td>X</td>
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<td>CF Connected Integration (CI): 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.</td>
<td>(CI&lt;sub&gt;1&lt;/sub&gt;)</td>
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