Graduate Student Handbook

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**Introduction**

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

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

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

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

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

**Information About the Institute**

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

**Office Procedures.** Office supplies, the copier, and the FAX machine are located in room 2038 Barre Hall and in Suite B11 at the University Center. Office supplies are used for work associated with assistantships. If supplies need to be ordered, contact your research supervisor. Jessica Wilson orders all supplies.

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

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

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

**Mailboxes.** Student mailboxes are located in Barre Hall at Clemson and in Suite B11 at the UCG. See Lydia Arneson for a key to Barre Hall at Clemson and Marian Turcan at the University Center for a key to the door at the UCG.

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

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**Working at Clemson University and the Institute**

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

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

**Research Assistantships.** A graduate student is assigned to work for a professor on a research project and, while doing so, is supported as a Graduate Research Assistant (GRA). For research assistants, there is a distinction between activities that contribute directly to the student’s research or academic career, and activities that contribute primarily to the scholarship of others. In the first category are GRAs whose dissertation research is related to the research project to which they are assigned as a GRA. Students and faculty will be co-authors on publications that result from the faculty’s research. However, the student’s dissertation project, must be independent research that was conceptualized by the student. For example, the student develops a new way of conceptualizing and analyzing existing data, or administers a new questionnaire to subjects in the ongoing research. Research assistants commonly devote many hours to such activities, and it is extremely difficult to separate out the number of hours spent “on the assistantship” and the number of hours spent on the student’s project. GRAs in this category should understand clearly the faculty supervisor’s publication and intellectual ownership policies, and any changes throughout the association should be communicated to the student.

In the second category of research assistants are GRAs whose duties support the research of the faculty. Their work on the assistantship is unrelated to their dissertation work. Students may or may not be invited to participate as authors of publications or presentations. The GRAs who have these appointments should spend 20 hours per week on assistantship activities over the course of their appointments.

The duties of a GRA will be provided by the faculty member in charge of the project. Each graduate research assistant will clarify with their research supervisor his or her responsibilities and duties regarding the research. The student’s performance is reviewed at the end of each semester. Graduate Research Assistantships are 12-month appointments. Assistantships are assigned on a year-to-year basis. Renewal is at the discretion of the Institute.

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

The tuition waiver that accompanies the research assistantship is not taxable. Assistantship stipends are taxable, and state and federal taxes are withheld from stipends. International students should make an appointment to meet with Mack Howard in the International Affairs Office (303 E Martin) to discuss their taxes. The United States has different tax treaties with different countries, so the amount of taxes varies. Mack Howard provides free assistance to help International students in completing tax forms. Make your appointment well in advance of the April 15 deadline for filing taxes.

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

The IFNL Plan for Graduate Assistantships. Those of you employed by the IFNL as graduate assistants (GAs) will work in these assistantships for 20 hours per week. Our goals for the assistantship process are to:

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

Most GAs will specialize in particular functions (e.g. interviewing, qualitative analysis, quantitative analysis, legal research) for the year, but you likely will perform these functions in assistance to several other faculty members, rather than being assigned to one faculty member for the entire year.

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

Payroll and Paydays. All Clemson University employees are paid bi-monthly (usually the 15th and the 30th day of each month) throughout the year. Your first paycheck will be issued in a timely manner after completing the required paperwork. Jessi Wilson can inform you of the payday schedule. If you have questions about the amount of a check, please discuss this with Shelli Charles.

Holidays and Personal Leave. Graduate students are entitled to take as holidays the days on which the University is officially closed. The Human Resources website lists specific holiday dates (clemson.edu/humanres/payroll_benefits/holidays.htm). In addition, GRAs are allowed to take 10 working days during the year (two weeks) as personal leave. Personal leave should be taken so there is minimal interference with
research projects. Any leave beyond this allotment requires approval from the research supervisor and notification of the Graduate Coordinator and Institute Director. Students will not normally receive a departmental stipend for an extended leave beyond that indicated above. GRAs are not paid for unused leave nor are they allowed to carry their days over from year to year. When you plan to take personal leave, complete the GA leave form, found in the Graduate Studies room, at least two weeks prior to your planned leave. Submit the form to your supervisor for approval.

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<td>Martin Luther King Day</td>
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<td>Spring Break</td>
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<td>Independence Day</td>
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<td>Fall Break</td>
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<td>Thanksgiving</td>
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<td>Christmas</td>
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<td>Optional Holiday</td>
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**Outside Employment.** One of the purposes of research assistantships is to support the student’s living expenses during his or her graduate studies. Therefore, it is the policy of the Institute to discourage students from outside employment if the assistantship is a full-time appointment of 20 hours per week. Exceptions to this policy are temporary consulting and/or tutoring jobs. Federal law does not permit international students to work off-campus.

**Graduate School Policies.** All appointments for assistantships must be processed on the Graduate Assistantship Tuition Remission form. Shelli Charles and Jessi Wilson will complete all payroll forms for the GRA appointment.

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

Assistantships may be terminated by the Institute for poor performance, failure to meet academic requirements (GPA or credit hours), and due to a lack of research funding. Every effort should be made to give adequate notice if you are terminating the assistantship. Read the Graduate Announcements section on assistantships for more information.

**Leave Without Pay.** Graduate students with nine-month or 12-month graduate teaching assistantship appointments work on the same calendar as faculty with nine-month or 12-month appointments, respectively. Duties over holiday periods for graduate research
assistantship appointments should be agreed upon in writing by the student and the faculty advisor in charge of the research program.

Graduate assistants may request up to four weeks of leave without pay per semester and one week of leave without pay per summer session for illness or death of a close family member, and personal illness or hardship. If leave is not approved by the administrator of the graduate assistantship, the graduate assistant may petition the Graduate School for approval.

A graduate assistant is eligible for up to six weeks of maternity leave without pay. The request for maternity leave must be made to the department at least one month in advance (Clemson University Graduate Announcements).

**Ph. D. Program in International Family and Community Studies**

**Overview of Program**

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

The program is central to Clemson's emphasis on Family and Community Living. This emphasis area touches on the most fundamental aspects of people’s everyday lives and experiences and is critical to strengthening community and family well-being. Such issues have long been matters of study in land-grant institutions. A land-grant university is an institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862 and 1890. The history of the land-grant idea was to provide an opportunity for a “liberal education for the industrial classes” and farmers. Later legislation added applied research and extension. Thus, the land-grant idea has been to embrace teaching, extension of knowledge to individuals and organizations in society and research.

Discussions have been held, and formal agreements made, with international partners from nearly all world regions to sponsor student internships in research and public service. Representatives of the relevant universities (all at least at the unit head level, but also including a rector, a provost, and a university director of international programs) met at Clemson to plan the collaborative effort (e.g., hosting and supervising international internships in research and community service, exchanging students and faculty). We have now completed formal institutional memoranda of cooperation. The following institutions are formal partners in the program:
• The University of South Bohemia (Czech Republic) in cooperation with Charles University
• Ibero-American University (UNIBE) (Dominican Republic)
• Tallinn University (Estonia)
• Tata Institute of Social Sciences (India)
• University of the Free State (South Africa)
• University of the Western Cape (South Africa)
  * University of Tirana (Albania)
  * University of Girona (Spain)

Curriculum and Degree Requirements

With its focus on family and community life, the program touches on the most fundamental aspects of people's everyday lives. Blending the humanities, the social sciences, and various professional disciplines, the program may be unique in its integration of normative analysis (i.e., philosophical, legal, and religious studies), empirical research, and community development. With a foundation in the study of human rights as applied to children and families around the world, the program builds a comparative understanding of U.S., foreign, and international law and policy on child and family issues and of the significance of democracy for the well-being of individuals, families, and communities. Students acquire an appreciation of the role of civil society (e.g., voluntary associations and nonprofit organizations) and primary community institutions (e.g., schools) in promoting and maintaining democracy. Such studies provide the foundation for an understanding of the principles and practices of community development and transformation, humanitarian assistance, and responsive human services. The important role and features of effective informal mutual assistance mechanisms in community life and their meaning for children and families are also explored.

A minimum of 60 credit hours are required of students enrolling post-baccalaureate. A minimum of 30 credits is required of post-master's degree students.

Family and Community Life (9 cr.)
FCS 810 Life in the Global Community
FCS 811 Human Development and Family Life in Cultural Context
FCS 836 Cultural Area Studies (required)

Human Rights and Social Justice (6 cr.)
FCS 820 International Human Rights Law (required)
FCS 851 International Law and Policy on Children’s Issues (elective)
FCS 852 The Right to Health (elective)
Community Development and Policy Analysis (9 cr.)
FCS 830 Community Development: Principles and Practices (required)
FCS 831 Community Transformation (required)
FCS 832 Policies and Programs in Human Services (elective)
FCS 833 Humanitarian Assistance (elective)

Research Methods (12 cr.)
FCS 892 Research Design and Quantitative Methods I (required)
FCS 892 Research Design and Quantitative Methods II (required)
FCS 840 Topics in Societal and International Research (elective)

Suggested Research Elective Courses:
ANTH 603 Qualitative Methods (elective)
SOC 805 Evaluation Research (elective)
SOC 803 Survey Designs (elective)

Language Requirement (6 credits)
Language requirement may be waived for bilingual students, satisfied by undergraduate classes, or waived through testing.

Research (up to 24 credits)
FCS 890 Research Project (6 credits)
(Required for post baccalaureate students without Master’s Degree)

FCS 991 Doctoral Dissertation (18 credits)
(Taken after advancement to candidacy upon completion of comprehensive examinations)
# Program of Study

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<th>Summer I, II</th>
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<tr>
<td>810  <em>Life in the Global Community</em></td>
<td>811  <em>Human Development</em></td>
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<td>832  Humanitarian Assistance*</td>
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<tr>
<td>830  <em>Community Development</em></td>
<td>831  <em>Community Transformation</em></td>
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<td>833  Policies and Programs in Human Services*</td>
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<td>892  <em>Research Methods I</em></td>
<td>892  <em>Research Methods II</em></td>
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<td><strong>2nd Year Students</strong></td>
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<td>820  <em>International Human Rights Law</em></td>
<td>836  <em>Cultural Area Studies</em></td>
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<td>851  <em>Int’l Law and Policy on Children’s Issues</em></td>
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<td>840  Topics in Social Research</td>
<td>Research Elective</td>
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<td>852  <em>Right to Health</em></td>
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<td>Comprehensive Exams</td>
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<td>893  Practicum</td>
<td>991  Doctoral Research</td>
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<td>991  Doctoral Research</td>
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Required courses in italics  

*Offered every other year  

1. Language requirement may be waived for bilingual students or through testing, or may be satisfied by undergraduate credits  

2. Research Project requirement may be waived for students with M.A. or equivalent that is approved through waiver request process
Getting Started

Congratulations! You are a Graduate Student in the Institute’s Ph.D. Program. Your admission to this program is the result of a vigorous selection process. You should be proud of yourself for this achievement.

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

1. Obtain your student ID at Fike Recreation Center.
2. Obtain a parking permit (if needed).
3. Get on the payroll (see Jessi Wilson, 2035 Barre Hall).
4. Obtain your password for the shared computers in the graduate room. If you are using your own laptop get it configured for access to the Clemson network (See Linda McGee, 235 Poole or Marian Turcan, Suite B11, University Center)
5. International students should obtain a Social Security card from the Office of International Affairs, if needed.
6. Register for classes on TigerWeb.

Advisor. Dr. Arelis Moore de Peralta is the first year student advisor. You will select your permanent advisor at the end of the second semester. Your selection of a research advisor (major professor) is an important decision; it will affect the course of your graduate studies and your professional life. You should become familiar with the research studies and community-based projects being carried out by the faculty. This may help you in selecting your major professor. Students should make appointments to meet with faculty for a more detailed discussion.

Plan of Study (GS2 Form). Your doctoral plan of study is an extremely important document, so make sure you put a lot of thought into preparing it. Work with your permanent advisor and possibly your committee members as well. The Plan of Study contains information about:

- The courses you have already taken and plan to take
- The number of dissertation credits (FCS 991) credits you plan to take
- The number of transfer credits
- Your committee members

It is expected that students will file the GS2 form by the beginning of their second year of study. If changes are made, the GS2 form can be amended. The GS2 form is filed by the student with Enrolled Services (Sikes Hall, Room 104 D).

At the time of filing the GS2 form, the student will also select members of his or her doctoral advisory committee. For a Ph.D. student, the committee will consist of the major professor, an additional faculty member in the student’s major area, one in the minor area (if any), and one or two additional faculty members to complete the committee of four. Committee members may be faculty from outside the Institute. If you want to select a committee member from outside Clemson University, read the guidelines in the Graduate Student Announcements and then meet with your advisor.
Review of Academic and Work Experience

If you come to the Ph.D. program with a master’s degree, you need to meet with the first year academic advisor during the first two weeks of the first semester to review the courses you took during your master’s program. The purpose of this review is to discuss the courses you will take during your first year. If some of the courses you took during your master’s program are similar to FCS courses, then some of your FCS courses may be waived. Relevant professional and/or work experience should also be reviewed with your academic advisor and approved by your advisory committee.

The formal process to waive FCS courses will be completed at the beginning of the second year when the student files their GS2 form (Plan of Study) with the Graduate School. The decision to waive courses is made once the student has selected their major professor and their committee. The student will submit a memo to their advisor and committee requesting the specific courses to be waived. In this memo, the student will briefly state why they should be granted a waiver for these courses. If possible, the student will also submit a course syllabus.

The student and the committee will discuss which courses will be waived. The courses that will be waived will be listed on the GS2 form that is filed during the Fall of the student’s second year of study. The Plan of Study may be revised as needed, but the final form must be signed and approved by all committee members. The form is submitted to Enrolled Services (104 Sikes Hall).

Transfer Credit

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

Language requirement

The requirement is 6 hours of language studies; the language requirement may be met by undergraduate credit. A language requirement is in the FCS program because it is thought to contribute to the following competence development:

- Help sharpen the student’s ability to be an effective cross-cultural communicator
• Make easier and more meaningful the student’s cross-cultural adjustments related to the internship (and other international, cross-cultural, cross national professional work experiences).

• Add to the student’s professional qualifications to work in international organizations.

• Make possible basic communication with people the student is to work with while engaged in their internship.

Proficiency at a basic level is required. Basic level language competencies emphasize mastery of oral and reading proficiency so that you are able to communicate simply with people once you arrive for your internship. At a minimum, students should strive for the following proficiencies:

• **Hearing** with understanding: able to understand simple conversations;

• **Writing**: can write simple sentences on conventional topics, with some errors in spelling and structure;

• **Speaking**: can use basic grammatical structure, speaking with limited vocabulary;

• **Reading**: can understand conventional topics and non-technical subjects.

A student who is proficient at the basic level in another language will have opportunity to either waive or substitute the language requirement. Waiver means the student’s total number of credits required to graduate will be lessened. A substitution means that 9 credits are still required but in a different study area. The determination of what a student is allowed to do will be made by their committee based on the case made by the student.

**Waiver**

If the committee determines that the student is proficient at the basic level in one or more languages, in addition to their native language, and they are apt to be able to communicate adequately relative to their internship assignment, then the committee may waive the language requirement. The student may be asked to demonstrate proficiency. The committee will determine what they wish to have done to demonstrate that proficiency, but generally it may require taking a standardized language proficiency test or speaking and reading to a person who is proficient in the language of question.

**Substitution**

If the committee determines that the student is proficient in another language, but that another substitution is needed to gain proficiency in an area related to your career goals, then you may be asked to make a substitution rather than to waive the 6 credit hours.

• If English is not your native language and you know English is the trade language for the internship location and/or for the organization you wish to pursue following your
doctorate, and you are not proficient in reading, writing, or speaking English as an international language, then you may want to improve your English proficiency. You may want to concentrate on courses or independent studies that sharpen your reading, writing, speaking, and/or comprehension abilities. If this is your case, then an individual program of study will be developed with you in consultation with the appropriate faculty.

- If you know a language spoken where your internship will be and you are proficient in English, then you and/or your committee may ask to substitute language study for credits related to cross-cultural communication skills.

Other resources are available in the Clemson and Greenville area. Tri-County Technical College is located in nearby Pendleton, SC and Greenville Technical College is located near the University Center. There are also several private colleges nearby. Other resources include:

- Academy of English (http://www.academyofenglish.com) has a focus on improving English speaking, reading, and writing abilities

- The Language House (http://www.aoetlh.com/tlh/) is a Greenville-based company offering Intercultural and Language Training. They specialize in comprehensive foreign language instruction with international certification, translation, interpretation and cultural services. Their company and staff work in close relationship with international and local universities as well as local Chambers of Commerce. The global marketplace demands that businesses become more internationalized in order to guarantee the best product development and to establish excellent working relationships worldwide. Their professional and enthusiastic staff can help you if you need Intercultural Training as well as Language training to guarantee excellent working relationships worldwide. English, French, German, Italian and Spanish languages are their focus. They use the internationally recognized Goethe Exam to test proficiency.

- Inlingua, Inc. (http://www.inlinguase.com/?url=/main.asp) teaches intense language training in Spanish, Italian, Russian, French, Portuguese, German, Arabic, Romanian, Dutch, Thai, Mandarin Chinese, Indonesian, Turkish, plus other languages. Classes are offered in Atlanta, GA, Charlotte, NC, and Greenville, SC. Students can learn to speak in a group or private language training course. Also offers translation services, if needed.

Ed Rock, Clemson librarian will also help you develop a personalized language course. (erock@clemson.edu or 656-1879).
Faculty Management Procedures: Language Training

**Level of Proficiency**
The standard for basic proficiency is given in student document.

**Testing At Basic Level:** Students should at minimum strive for the following proficiencies:
- Hearing with understanding: able to understand simple conversations;
- Writing: can write simple sentences on conventional topics, with some errors in spelling and structure;
- Speaking: can use basis grammatical structure, speaking with limited vocabulary;
- Reading: can understand conventional topics and non-technical subjects.

The above statement is taken from official test sites on what is required for testing at basic proficiency in a language

**Test Out Procedure**
It is up to the committee to create the test out procedure. The following guidelines are to develop the procedure.

- Have a speaker of that language do the testing (testing is on oral and reading)
- Have a faculty member from language department do the testing (if $, if willing)
- Have them complete the tests found in the Rosetta Stone software (first level is basic)
- Arrange for formal testing by a Clemson faculty member or with an agency such as the Language House or Inlingua.

**Cultural area studies**
Cultural area studies are intended to provide you with an understanding of at least one world region. We will try to offer at least one area studies course per year. However, our course may not be germane to your interests or intended career path. This requirement, then, may be met by taking courses from other departments on campus (see, in particular, the listings from the History, Language, and Political Science Departments. A few courses in the Department of Religion and English are also available.) Undergraduate 300 level courses may be a component of a graduate level Independent Study course. See your academic advisor for instructions regarding this option. Area studies courses may also be taken at other Atlantic Coast Conference (ACC) campuses using the ACC Traveling Scholars program (see below). Courses chosen for the area studies requirement should be approved by the student’s major advisor prior to enrolling.

**Practicum**
An internship is no longer required of all FCS PhD students. However, students may use the practicum for an internship experience. The student may propose that a component of the practicum take place in the United States with a NGO, policy or human rights organization, or government office. The purpose of the practicum is to engage in professional practice related to doctoral study, cross-national research projects, and
community service. Prior to undertaking the practicum, the student must prepare an internship proposal that includes the following items listed below:

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

If the student plans to take area studies courses or language courses while abroad, the appropriate Study Abroad forms must be attached to the proposal. These forms are obtained from the Study Abroad Office, E 303 Martin. If the student plans to collect data for their dissertation, the source for the data/subjects must be listed. If human subjects are involved Clemson University IRB approval is also required prior to departure. For additional information about the internship please refer to the Practicum Handbook.

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

**ACC Traveling Scholars Program**

Doctoral students at participating universities can benefit from membership in the Inter-Institutional Academic Collaborative (IAC) involving universities of the Atlantic Coast Conference (ACC). Through the IAC doctoral students have unique educational opportunities at participating ACC universities without charge in registration or increase in tuition. Academic visits can vary from two weeks to two semesters. Any regularly admitted graduate student in good standing in a doctoral degree program may apply. A limited number of relocation stipends of up to $1000 per individual are available upon application; however, it is not necessary to win a stipend to participate in the program.

Currently, Clemson University, Duke University, Florida State University, Georgia Institute of Technology, University of Maryland, North Carolina State University, University of North Carolina, University of Virginia, and Wake Forest University participate in the IAC.

Interested students should consult their advisors. Once eligibility and opportunity have been determined, the applicant and advisor will contact proper faculty at the proposed host university. If an agreement is reached and space and facilities are available, the
applicant and advisor compose and sign a formal application to the IAC Traveling Scholars Program, available at www.grad.clemson.edu.

First Year Review

By March 1, all students submit an annual progress report discussing the courses taken, grades received, GRA activities and a copy of their current vita. The material will be reviewed by the entire degree program faculty. No later than April 1, graduate students will meet with their advisor to discuss their first year outcomes and the student’s impression of the graduate program. At this meeting you are expected to identify your major advisor and committee members.

Subsequent Student Evaluations

All other graduate students will submit, by April 1, an annual progress report and a copy of their current vita to their academic advisor covering the preceding year. The student’s advisory committee will review the student’s progress. However, each student’s progress is discussed by the entire faculty.

All students are reviewed once a year. The faculty reviews the progress of all graduate students at the end of the spring semester. Written evaluations are sent to each student shortly after this review. These evaluations provide the student with an opportunity to correct or update an incomplete file as well as to review plans and to assess his or her progress. The student's annual progress report and vita will be used as major input for these evaluations, as will the comments of the student's advisory committee and other informed faculty members.

Performance in the graduate program is judged on the basis of the following criteria.

A Outstanding
B Typical and solid performance
C Unacceptable performance

Consult with your faculty advisor regarding incompletes. Incompletes usually should be made up within two or three weeks after the end of the semester. Any student who receives a C in any course will automatically be considered on probation until reinstated to good standing. A student receiving a C will be considered on probation until the course has been retaken or a full semester of additional course work has been taken with satisfactory grades. A C in two courses is a solid basis for automatic dismissal from the program. A person who does not maintain a solid B (3.0) average may be asked to leave the program.

Performance in Nongraded Courses Including Research Projects, Internship and Practica. In most cases, the grade will be S. The standards are:

S Satisfactory performance
I Incomplete. Can be made up by the end of the following semester and changed to S.
Unsatisfactory. A grade of U is grounds for automatic dismissal from the graduate program.

Any student who does not show potential for doctoral level research as certified by the student’s advisory committee may be put on probation or asked to leave the program. Being placed on probation does not mean that financial support will be withdrawn from the student. It means faculty members are concerned about the student’s progress and they want to send a strong message that certain steps must be taken to rectify the situation. The Graduate School must also receive notification from the PhD program, if this action is being taken for any student in the program.

**Forming the Doctoral Committee**

**The Major Advisor**

Prior to April 1, the first-year student (often with the aid of the first year advisor) must select a major advisor. This advisor must be a member of the program faculty offering the degree and meet the requirements for advisory committee membership described below.

**The Advisory Committee**

Students must select an advisory committee in consultation with the major advisor. The advisory committee approves the student's graduate degree curriculum, supervises the graduate program, administers the final oral examination and initiates the recommendation for the awarding of the degree. Additionally, the advisory committee administers the comprehensive and final oral (dissertation defense) examinations. One member of the committee is designated as chairperson or major adviser and directs the student's dissertation.

“A minimum of four faculty members shall be selected for a student seeking a doctoral degree. The majority of the advisory committee, including the major adviser, must be comprised of Clemson University faculty who hold full-time tenure-track positions. Either the major advisor or at least half of the committee must hold rank in the program offering the degree. If a minor is declared, this area must be represented on the committee. Committee members of interdepartmental programs are to be appointed according to the bylaws, formulated by the program faculty and endorsed by the Graduate School, that assure appropriate representation of the participating departments. Part-time visiting and other non-tenure track faculty employed by Clemson University and emeriti faculty may serve on the committee, but may not serve as chair. Persons not employed by the University may serve if they have been appointed to an adjunct faculty status. Part-time, visiting adjunct and other non-tenure track faculty will have full voting status on the outcomes of all examinations given by the committee. The student, department and committee members are notified of the fully constituted committee by means of the approved plan of study” (Clemson University Graduate Announcements). Students are strongly encouraged to select one faculty member outside of the Institute as a committee member. Whether or not the assigned first year advisor is included on a student’s committee is up to the student and that advisor.
In consultation with the student, the advisory committee plans and supervises the student's program of study, with modifications as needed, until the degree is completed. The committee oversees and evaluates the comprehensive examination; the dissertation proposal, the dissertation, and its defense; the internship proposal; and the internship report as applicable.

One of the key functions of the advisory committee is to help the doctoral student develop the ability to integrate the various subject matter areas that provide the conceptual elements for a theoretical approach. To facilitate these functions, careful thought should be given to the composition of the committee.

To make an informed committee selection, students are encouraged to become familiar with as many of the faculty as possible during the semesters preceding that selection. This may be accomplished in a variety of ways, such as enrolling in a Ph.D. proseminar and other courses; reading faculty research reports; making an appointment with a faculty member to exchange ideas; or having coffee or lunch with faculty members.

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

**Major Advisor’s Responsibilities**

1. Advise the student in the selection of courses in accordance with stated program direction before a doctoral committee has been formed.
2. Assist the student in the selection of committee members and assume responsibility for clarifying their roles.
3. Help the student keep up-to-date with current policies, procedures and requirements pertaining to all aspects of the program. The advisor is an important mentor concerning ethics in research and fellowships.
4. Review and approve all necessary graduate forms.
5. Advise the student in preparing a draft of the dissertation plan for discussion and approval the dissertation committee.
6. Chair committee meetings for purposes of program planning, review of research proposal and final oral examination in defense of the dissertation.
7. Advise the student concerning program adjustments and assist in completing proper forms.
8. Coordinate the preparation of the comprehensive Ph.D. examination and its administration, and follow through with the paperwork to both the student and committee members.
9. Provide guidance in developing the student's research proposal, conducting the research and preparing the dissertation.
10. Determine when the dissertation is satisfactory for distribution to the dissertation committee for review preceding the final oral examination.
11. Provide support and information to the student regarding Ph.D. Program/Institute, and University policies.

12. Help students develop professional skills: grant, paper, and research writing; participation in scholarly and public forums.

13. Facilitate the student's career development: advise about career options; assist in preparation of application materials for fellowship, grant, and other opportunities; write letters of reference and recommendations.

**Graduate Student’s Responsibilities**

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

2. Review selection of courses in accordance with the program with the major professor.

3. Work with the major advisor in selecting dissertation committee members.

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

5. In collaboration with advisor, complete the annual progress report.

6. Participation in lectures, faculty presentations, brown bags, and dissertation defense presentations is highly recommended to further your academic and professional development.

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

8. Prepare a program plan of study with advice from the advisor for discussion and approval of the dissertation committee.

9. Schedule dissertation committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.

10. Work with the advisor concerning program adjustments and completing proper forms.

**Comprehensive Examination**

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

**Purpose**

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

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

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

Procedures

Preparation. At the time the plan of study is approved and the GS 2 is filed the student should begin planning for the comprehensive examination. For students entering with a master’s degree the date is in the spring of their second year. For students entering with a bachelor’s degree the date is the middle of their third year. The student’s advisory committee, in discussion with the student, determines the content, process and deadlines for the exam. The exam may be a written exam, an oral exam, or a combination of both written and oral. The committee also establishes the criteria to pass for each aspect of the exam. These are shared with the student.

No student will take the comprehensive examination until the following requirements are fulfilled. No dissertation credits are taken before the qualifying exam is taken and successfully passed.

1. Approval of the student's advisory committee has been obtained.
2. The student's plan of study has been filed.
3. The student has completed 80 percent of the course work in the program (excluding dissertation).

Planning for the Comprehensive Exam

Students, in consultation with the advisory committee, will complete the comprehensive planning forms and obtain necessary signatures. Forms should be as specific and complete as possible.

The Ph.D. advisory committee and the student will discuss the comprehensive examination well in advance of the scheduled date, at a meeting of the group called for
this purpose. The discussion will include the relationship of the student's goals to the
examination. In addition, information will be provided regarding the general range of the
standards for evaluation; the format of the exam components; the grading system to be
used; how each member of the committee will be involved in grading examinations.
Formats that are possible for the exam include: published articles, (student is first
author), critical reviews of the literature, a major grant proposal, publishable papers, an
essay exam, concept development paper, or several chapters of the dissertation proposal.
For oral examinations, the content areas to be covered will be identified and the length of
the exam will be set.

Evaluation

The written component of the exam must be submitted on time to the major advisor. The
major advisor distributes the exam to the other committee members. The committee
members have three weeks to read the exam. Each faculty committee member will
independently read and evaluate the exam and will grade it as a pass or a fail. After
discussion the faculty will vote on whether or not the student passed the exam. A
majority of members must vote for a pass. A tie vote is considered a fail. The committee
has the discretion to issue a pass with distinction.

The oral component of the comprehensive examination, if required, occurs after the
student has successfully completed the written component of the examination. The
purpose of the oral exam is to test the student’s ability to integrate his or her previous
experiences and knowledge gained in the doctoral program as they relate to his or her
substantive papers and proposed dissertation topic. The qualifying exam also tests the
students’ ability to balance opposite, yet complementary, characteristics and behaviors.
These include the ability to be confident and skeptical, certain and questioning, open and
defending and experiential and documenting.

If an oral examination is held the Advisory Committee will determine the date of the
exam and the nature of the questions. The exam usually lasts two hours.
The committee evaluates the student’s performance. Each faculty member will vote for
a pass or a fail. A majority of members must vote for a pass. A tie vote is considered a
fail. The committee has the discretion to issue a pass with distinction.

The results of a student's performance on the comprehensive examination are recorded
on a form completed by the Advisory Committee. Each committee member must sign
(not print or type) his or her own name and designate the area of specialization as passed
or failed. The student takes the GS 5 form to Enrolled Services and the major advisor
places a copy in the student’s file.

Evaluation Categories

The committee members’ final evaluation of the written and oral examination is based on
the consensus of the committee using the categories below. To advance to candidacy, the
student must achieve a Pass on all components of the examination.
PASS WITH DISTINCTION, based on superior performance.

PASS, acceptable performance.

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

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

Students who fail the comprehensive examination may be offered the opportunity to repeat the exam. Students who are permitted to retake the examination will be allowed one and only one retake. Retakes on the comprehensive written or oral examination shall be taken within one year of a failure.

Time Limit

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

Procedure for Taking the Comprehensive Exam

- The student must be enrolled during the semester the exam is taken and processed.
- Advisor copies/forwards a copy of the exam to each committee member for evaluation.
- Major advisor writes a summary of faculty comments and shares them with the student.
- The major advisor brings the GS 5 form to the exam and places a signed copy in the students file and gives the student a copy.
- The student files the original GS5 with Enrolled Services.
- Student receives written notification of results with feedback from major advisor (Graduate School Announcements).
Dissertation

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

Dissertation Proposal

The first step is to write a dissertation proposal. For example, if an experimental or quasi-experimental study is to be conducted then the proposal includes an Introduction, Methods, Analyses, and Hypotheses / Predictions sections for each of the experiments/studies you will be conducting as well as complete References. The format of the dissertation proposal will vary. Check with your Advisory Committee for the guidelines for your proposal.

Put a lot of thought into your proposal; it will be the core of your dissertation write-up. In other words, the more work you do now, the less you'll have to do later. Also, be explicit, clear, and complete, so your Advisory Committee can fully understand your proposed project and can then properly advise you. The ultimate goal is for you to prepare a dissertation that eventually leads to an article that will be published in one of the major scientific journals in your field.

Your Advisory Committee approves your dissertation proposal at your proposal defense meeting. Take a copy of the FCS Doctoral Level Approval of Dissertation Proposal form, so it can be filled out at the meeting. This form should be filed with the Graduate Coordinator.

Writing the Dissertation

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

The structure and content of the dissertation is one of the most critical matters that will be decided between you and your advisor (with the input from your Advisory Committee). You also might find it helpful to develop a dissertation support group with other students. The formatting guide for dissertations is the Publication Manual of the American Psychological Association, Fifth Edition, or the Bluebook.

After the major professor indicates that the dissertation is acceptable for examination, the student must submit copies of the dissertation and abstract for distribution to the major professor, other advisory committee members, and any appointed examiner. The dissertation must be in completed form, with finished diagrams, etc. It must not, however, be bound. Faculty must have a minimum of two weeks to review the student's work.
The Dissertation Defense

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

The dissertation should be distributed to the members of the Dissertation Committee at least two weeks prior to the final oral defense, regardless of circumstances. If there are corrections they must be available at least one week before the final oral defense. The final oral defense is usually a discussion of the research carried out in the dissertation, including the theory and literature upon which it was based; however, questions may be asked about the field that extends beyond the specific subject matter of the dissertation.

To ensure fairness in the examination procedure and maintenance of academic standards, the Director of the Institute may appoint an outside member to the examining committee. The outside member of the committee will read and critique the dissertation, will participate in the oral part of the exam, and will submit a report to the Director of the Institute.

Scheduling the Dissertation Defense

The student must be registered during the semester in which the defense examination is taken. The oral examination will be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted for final review by the examining committee. This should allow time for the members of the committee to review and evaluate the dissertation before the examination, and also allow sufficient time after the examination for the student to revise and submit the unbound dissertation to the Office of The Graduate School before the specified deadline date.

Evaluation

The final oral examination in defense of the dissertation will be conducted and evaluated by the advisory committee and the outside member, should one be appointed. All faculty members on the dissertation committee should be present for the defense. No defense should be scheduled when a member of the committee can not attend. The dissertation defense is open to the academic community. The Institute Director and Graduate Coordinator are invited to attend. Other interested faculty members may attend the examination without vote. Students also are strongly encouraged to announce their orals for presentation to other graduate students. The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three-fourths of the voting examiners, and with not more than one dissenting vote from among the advisory committee.
Completion

After the advisory committee members have reviewed and approved the dissertation and after the student has passed the final oral examination in its defense, the student must incorporate into the dissertation any recommended changes and corrections before presenting it to the major professor for final review and signature on a title page.

The student and his/her adviser also must submit a GS7 to Enrolled Services regarding successful passage of the defense with date and names of committee members present at the defense. Once all requirements are completed, final approval on the graduate student form for graduation must be obtained from the Chair.

Upon final written approval of the dissertation by your committee members, the student must submit the dissertation electronically to the Graduate School. The Graduate School web site explains this process (http://www.grad.clemson.edu/Manuscript.php). If you are interested in a bound copy of your dissertation contact, Jill Bunch Barnett in the Graduate School. She can recommend places that will bind your dissertation.

Summary of Graduate School Requirements

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

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

Residency. Residence is a necessary concept in graduate education, particularly in the preparation of the dissertation. To receive the Doctor of Philosophy degree, the student must complete at least 15 hours of graduate credit including research credit hours (991) on the Clemson University campus in a continuous 12-month period. Exceptions to this 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 Dean of the Graduate School.
**Time Limit.** Because no minimum coursework requirements exist for the Doctor of Philosophy degree, the time limitation for completion is determined by the dates by which essential components of the degree are completed. The following must be passed in the five year period prior to graduation: comprehensive examination; foreign language examination, if required; defense of dissertation; and approval of dissertation by the Graduate School.

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

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

A student who fails a final oral examination 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.

**Academic Integrity**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

**ACADEMIC INTEGRITY POLICY**

A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.

B. Academic dishonesty is further defined as:
   1. Giving, receiving, or using unauthorized aid on any academic work;
   2. Plagiarism, which includes the copying of language, structure, or ideas of another and attributing the work to one's own efforts;
   3. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner;

C. All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.
D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.

Clemson University has a responsibility to protect academic integrity and to respond appropriately and expeditiously to charges of academic misconduct. The procedure is explained in the Graduate Announcements.

MENTORING

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

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

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

http://www.rackham.umich.edu.StudentInfo/Publications/StudentMentoring/contents.html

and

http://www.grad.washington.edu/mentoring/GradStudentMentor.pdf

Conflict Resolution

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

A student who believes he or she has a legitimate grievance should first discuss it with his or her advisor. In most cases the problem can be resolved at this level. If discussion with an advisor is inappropriate, discussion with the graduate coordinator, a senior faculty member or the Ombudsman may solve the problem. Campus offices such as the Graduate School or the Office of Access and Equity may also be of help.

Formal Resolution

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

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

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

Being a Graduate Student

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

Annual Evaluations

It is important that you know where you stand with your major advisor, your research supervisor and the PhD program as a whole. You will receive written feedback from the
graduate school faculty every year stating how the faculty views your progress and what is expected of you in the next year and the years that remain in your graduate program. A copy of this letter is placed in your file. You may also submit a written response to the evaluation, which will also be placed in your file. Additionally, you may request a meeting with the Graduate Coordinator to discuss any problems you have with the evaluation letter or process.

It is a good idea to ask your advisor and your committee members how they think you are doing. This type of informal feedback can be extremely useful. It is also a good idea to come to your annual review with a thoughtful self-analysis of your progress and goals for the coming year.

Planning Ahead

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

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

You should also attend faculty candidate presentations. You can learn how to prepare (and how not to prepare) for these presentations. It is a good idea to attend with several other students so you can discuss the strengths and weaknesses of the presentation.

The PhD program and the Institute also hold regular meetings (sometimes called “brown bags” or retreats) to present research and project activities. Attendance at these meetings is a part of your training and will help you grow as a researcher. Make sure you understand any policies about attendance at these meetings and retreats.

Research Projects

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

Your Advisor

Your advisor is the most significant person in your life as a graduate student. This is a relationship that can last a lifetime. Make sure you have a cordial relationship based on mutual respect and meet on a regular basis. Your advisor is your best source for information about your science, and he or she is best able to advise you about what you need to do to be competitive in your relevant job market. Your advisor also knows about sources of funding you might use to support travel to conferences or to finance your dissertation activities. He or she could also give advice on conferences you should attend, experiences you should gain, and journals in which you should aim to publish your work.

Your Vita

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

Harassment

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

Harassment is defined as follows:

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

**Funding Your Graduate Education**

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

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

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

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

**Need-based Financial Aid Loans**

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

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

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

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

**William D. Ford Federal Direct Loan Program— Subsidized (FFDL-S)**
- Eligibility for borrowing from this program is determined by the results of the FAFSA.
- The yearly maximum you can borrow is $8,500, and the cumulative maximum is $65,500.
- The interest rate is variable with an 8.25% cap, and the federal government pays the interest as long as you are enrolled at least half-time and during the 6 month grace period.

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

**Federal Perkins Loan Program**
- This program is restricted to out-of-state students.
- Eligibility is determined from the FAFSA and the availability of federal funds at the university, after FFDL-S/FFDL-U has been used. Funds are borrowed from (and repaid to) the university.
- Yearly maximums are set by the Financial Aid Office, but not to exceed the $6,000 federal maximum.
- The interest rate is 5%, but it is interest free while enrolled and during the 9 month grace period.
Other employment opportunities. Additional hourly employment opportunities exist on campus. Aramark Food Service needs part time help to cater banquets and help with meal service on campus (meal and pay). The Clemson University Police Department hires security personnel for special events such as concerts and basketball games. The University also maintains Tiger Pool. Departments call Tiger Pool to request hourly help such as typing. Self employment is also an option that many graduate students choose because it allows flexibility in their schedules. There is a demand for tutoring from undergraduate students. Other options include house sitting for faculty and staff or reading documents onto tapes for disabled students (contact Disability Services).

Funding from Extramural Sources

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

Three sources of extramural funding are described in the next section.

National Science Foundation’s Graduate Research Fellowship Program

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

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

Applicants may pursue graduate study at an institution in the United States or affiliate with a foreign institution. The Graduate Research Fellowship Program supports a comprehensive holistic plan for graduate education and takes into account the individual interests and competencies of the Fellows.
ELIGIBILITY. The three eligibility requirements for the Graduate Research Fellowship Program -- citizenship, degree requirements, and field of study – are described below. Applicants are advised to read the entire program solicitation carefully to be sure that the requirements are interpreted properly. Applicants must exercise judgment in assessing eligibility.

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

Citizenship

Applicants must be United States citizens or nationals, or permanent resident aliens of the United States.

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

Degree Requirements

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

AWARD INFORMATION. The NSF usually awards 1,000 Graduate Research Fellowships each year. The affiliated institution receives a $40,500 award for the costs described below. Fellows abroad receive direct NSF grant awards up to the same amount.

The Graduate Research Fellowship stipend currently is $30,000 for a 12-month tenure period, prorated monthly at $2,500 for shorter periods.

The cost of education allowance currently is $10,500 per tenure year. For Fellows abroad, all tuition and assessed fees will be reimbursed to the Fellow up to a maximum of $10,500 per tenure year. Refer to the Information for Graduate Fellows document for restrictions on the use of the cost-of-education allowance.

Fellows are allowed a one-time $1,000 International Research Travel Allowance.

All awards will be for a maximum of three years usable over a five-year period. The anticipated award date is March 2006 of each year. Find more information at:
The National Research Service Award (NRSA)

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

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

Eligibility:

All applicants must be US citizens or non-citizen nationals

Predoctoral (F31) - Must have baccalaureate degree and be enrolled in a Ph.D. program. All NIH institutes will accept applications from minority and disabled students (see Program Announcement) - Receipt dates are May 1st and November 1st.

Four of the institutes award F31s to other graduate students:

- NIMH - National Institute of Mental Health
- NIAAA - National Institute on Alcohol Abuse and Alcoholism
- NIDA - National Institute on Drug Abuse
- NINR - National Institute of Nursing Research

So, if you are a graduate student who is not a minority or disabled, you can apply to any of these four institutes. Make sure your project is relevant to the mission of the institute. Receipt dates are April 5, August 5, December 5.

These are highly competitive grants with a success rate of 10 to 20 percent depending on the institute. (http://grants.nih.gov/grants/guide/.PA-04-032.html)

Fulbright Program

The primary aim of the Fulbright Program is further mutual understanding between people of the United States and other countries. Fulbright Awards are available to U.S. graduate students and non-U.S students. All fields of study are acceptable, unless otherwise stated in the Individual Country Summaries.
U.S. Student Program. This program is designed to provide opportunities for personal development and international experience, and to allow students to design their own programs (including university coursework, library or field research, independent projects in the social or life sciences, assistant in teaching English, classes in a music or art school, or a combination of these). The award is for one academic year, and awards are made to more than 1,200 students. More information about the program is found on the website http://us.fulbrightonline.org/about_programdesign.html.

Detailed information about the application process is found at http://usfulbrightonline.org/howtoapply_guidelines.html.

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

What does the grant cover?

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

Fellowships and Scholarships to Support Area Studies, Internship and Dissertation

Area Studies

German Academic Exchange Service

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

Fulbright. See previous section.

TIAA-CREF Ruth Simms Hamilton Research Fellowship
Fellowships are awarded to one or more graduate students enrolled in a program of study at an accredited U.S. college or university and studying some aspect of the African Diaspora. The fellowship is awarded based on evaluation of submissions by an objective panel of judges. Candidates must register online prior to submission. (http://www.tiaa-crefinstitute.org/awards/hamilton/index.html)

**Dissertation**

**American Association of University Women**

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

**Council of American Overseas Research Centers**

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

**German Exchange Service**

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

**Harry Frank Guggenheim Foundation**

The foundation welcomes proposals from any of the natural or social sciences and humanities that promise to increase understanding of the causes, manifestations, and control of violence, aggression and dominance. Highest priority is given to research that can increase understanding and amelioration of urgent problems of violence, aggression, and dominance in the modern world. Funding is only for the final year of PhD work and is to support the writing of the dissertation. Applicants may be citizens of any country.
Social Science Research Council

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

Spencer Foundation Dissertation Fellowship Program

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

Woodrow Wilson National Fellowship Foundation

The Charlotte W. Newcombe Dissertation Fellowships are designed to encourage original significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help PhD candidates in these fields complete their dissertation work. In addition to topics in religious studies or in ethics (philosophical or religious), dissertations appropriate to the Newcombe Fellowship competition might explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other countries, and religious or ethical issues reflected in history or literature. Approximately 30 awards are made each year.

The Woodrow Wilson Doctoral Dissertation Fellowship in Women’s Studies encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries. Previous Fellows have explored such topics as women’s roles in African-American adult literacy, militarism and the education of women, the influence of grassroots entrepreneurship on gender roles in India, the evolution of women’s movements in Eastern Europe after the Cold War, and the dynamics of employment and childbearing. Seven awards are made each year.

Fellowships (General)

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

**Robert Bosch Foundation Fellowship Program**

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

**Fellowship Databases**

**Cornell University:**  [http://www.gradschool.cornell.edu/?p=132](http://www.gradschool.cornell.edu/?p=132)

**Public Policy & International Affairs Fellowship Programs (PPIA):**  [http://www.ppiaprogram.org/links](http://www.ppiaprogram.org/links)

**Yale University:**  [http://www.cs.yale.edu/homes/tap/fellowships.html](http://www.cs.yale.edu/homes/tap/fellowships.html)

**Council of Graduate Schools:**  [http://www/cgsnet.org](http://www/cgsnet.org)  
This is an excellent general source. See Resources for students, click on sources for fellowships and financial aid.

**Taking Care of Yourself**

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

University Health Services are provided at the Redfern Health Center. Students do not have to worry about spending too much money on basic health services. Most of the costs are covered by your health insurance. The following services are provided by Redfern:

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

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

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

Health Insurance

The University provides a student health insurance plan. For more information about the policy go to: http://www.studenthealthinsurance.com.

Disability Services

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

Area Health Centers and Hospitals

Clemson Health Center (AnMed Health & Oconee Memorial Hospital)
885 Tiger Blvd (Hwy 123)
Clemson, SC
654-6800
They provide primary care and diagnostic services. They also have an Urgent Care Center (no appointment needed) that is open on weekdays and on Saturday (10 AM to 6 PM) and on Sunday (1 PM to 6 PM).

Clemson Ophthalmology
931 Tiger Blvd
Clemson, SC
654-6706

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

Oconee Memorial Hospital
298 Memorial Dr. (Hwy 123)
Seneca, SC
864-882-3351
www.oconeememorial.org

This hospital is 7 miles from Clemson University. The hospital has an Emergency Center.

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

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

Greenville Hospital system University Medical Center
Greenville Memorial Medical Campus
701 Grove Rod.
Greenville, SC
864-455-7000
http://www.ghs.org

The Institute’s Strong Communities project works with Greenville Hospital Pediatric, Family and OB Primary Care Services staff. The Medical Campus has many specialty centers as well as a Level 1 Emergency Trauma Center. The Greenville Memorial Medical Campus is located about 40 miles from Clemson.

**Staying Healthy**

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

Exercise

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

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

http://www.theupstate.com
http://discoversouthcarolina.com
http://www.upstatescusa.com

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

Stress and Coping

Graduate School can be a stressful experience. Fellow classmates and your advisor are important sources of support, but sometimes you need professional help. Clemson’s Counseling and Psychological Services (CAPS) provides free short-term counseling. Call for an appointment at 656-2451. There is also free 24 National Graduate Student Crisis Line 1-877-GRAD-HLP (472-3457).

Find coping strategies to help you manage the challenges of graduate school. Remember to keep things in perspective and maintain a balance between work and life.

Spirituality

Graduate school provides the opportunity to learn more about your faith, values and beliefs. Get to know those who share your beliefs as well as those who do not. The
campus phone directory lists “Campus Ministries to Students”. See Gantt Intercultural Center that can also help you make contact with religious/spiritual leaders (656-0437).

**Campus Safety**

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

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

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

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

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

**Drinking.** Use good sense when consuming alcohol. Take the CAT bus service if you imbibe too much. Drinking on campus is permitted only in a few designated areas. If you desire counseling related to alcohol use contact Arthur Logan at 656-2451.
APPENDIX A

Best Practices for Graduate Faculty and Students
(From the Graduate School at Duke University)

Expectations of Graduate Faculty

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

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

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

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

Expectations of Graduate Students

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

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

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

4. Community
   1. to create, in their own classrooms and laboratories, an ethos of collegiality and collaboration
2. to realize their responsibilities as individual and professional representatives of both the university as a whole and the department or program in which they are studying
3. to assist graduate student peers in their own professional and scholarly development