



M.Ed. in Literacy

2020-21 Program Handbook

Department of Education and Human Development



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The Department of Education and Human Development welcomes you to Clemson University's College of Education and the Master of Education in Literacy (Online) program. This handbook is intended to familiarize you with the policies and procedures of Clemson University, the Graduate School, and the College of Education. Each student is expected to be familiar with the contents of this handbook. The policies and procedures presented here are in addition to and subordinate to those described in the [Graduate School Announcements](#).

The Master of Education in Literacy (Online) is a 100% online graduate program for current PK-12 educators who work in formal or informal settings. The M.Ed. Literacy program has earned National Recognition from the International Literacy Association. Students have the option of personalizing their experience by selecting from one of two specialization areas: Literacy Coach, or ESOL. In addition, candidates who teach at the Middle School or High School level, complete their program (either Literacy Coach or ESOL) in course sections devoted to Secondary teachers and their students. All students enrolled in the M.Ed. in Literacy (Online) are expected to have access to a consistent educational field site in order to complete field-based course assignments throughout the program.

PROGRAM CONTACTS

Program Coordinator – Dr. Rebecca Kaminski, krebecc@clemson.edu

Student Services Program Coordinator – Alison Search, alisonp@clemson.edu

Administrative Assistant – Suzanne Lusk, lusk6@clemson

Department Chair – Dr. Debi Switzer, debi@clemson.edu

POLICIES AND RESOURCES

[University Policies](#)

[Graduate School Policy Handbook](#)

[Graduate School Resources](#)

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

ACADEMIC REQUIREMENTS

The Master of Education in Literacy (Online) is comprised of 36 credit hours of coursework leading to add on certification areas. The M.Ed. Literacy program leads to 3 add on certifications:

- Literacy Teacher
- ESOL
- Literacy Coach

AREAS OF SPECIALIZATION

Each student pursuing a Master of Education in Literacy (Online) degree will select from the following specialization areas and meet the requirements listed.

Literacy Teacher

The MEd Literacy program leads to this certification for all candidates. All candidates in the MEd Literacy program must take the Teaching Reading (5204) PRAXIS exam and report their score as a requirement of EDLT 8180.

ESOL

Within the MEd Literacy program, candidates may complete the 5 course sequence required for ESOL add-on certification. The 5 courses are EDLT 8140, EDLT 8220, EDLT 8230, EDLT 8240 and EDLT 8250. Candidates in this certification must take the additional English to Speakers of Other Languages (5362) PRAXIS exam and report their score as a requirement of EDLT 8180.

Literacy Coaching

Candidates pursuing the Literacy Coach certificate as part of their MEd Literacy program must complete the following courses: EDLT 8190, EDLT 8200, EDLT 8210. There is no additional PRAXIS exam requirement for this certification.

PLAN OF STUDY FOR M.Ed. IN LITERACY(ONLINE):

The M.Ed. in Literacy (Online) is an intensive program that leads to various add-on certifications. Due to the cohort nature of the program, students will need to register for each course as it is scheduled in order to complete the program on time. The course schedule must be followed to ensure the progression of skills and knowledge. The Literacy M.Ed. program coordinator will send each student a individualized registration email prior to each registration date. However, it is the responsibility of the candidate to be responsible for their own progress throughout the program. Students must maintain a grade-point average of 3.0 or higher in their coursework.

M.Ed. Literacy 2020 Cohort Schedules

Literacy Coaching Strand Beginning Summer Semester

Year 1:

Summer - EDLT 8100 Foundations of Reading and Writing

Fall - EDLT 8110 Children's Literature

Spring - EDLT 8120 Assessment in Reading and Writing

Year 2:

Summer - EDLT 8260 EDLT 8140 Reading and Writing Instruction and Assessment of ESOL; EDLT 8130 Instructional Strategies

Fall - EDLT 8150 Guided Reading and Writing

Spring - EDLT 8160 Instructional Practicum

Year 3:

Summer - EDLT 8180 Organization, Administration, and Supervision in Literacy; EDLT 8170 Content Area Reading and Writing

Fall - EDLT 8190 Coaching for Literacy Education

Spring - EDLT 8200 Action Research in Coaching; EDLT 8210 Practicum in Literacy Coaching

ESOL Strand Beginning Summer Semester

Year 1:

Summer - EDLT 8100 Foundations of Reading and Writing

Fall - EDLT 8110 Children's Literature

Spring - EDLT 8120 Assessment of Reading and Writing

Year 2:

Summer - EDLT 8130 Instructional Strategies; EDLT 8140 Reading and Writing Instruction and Assessment of ESOL; EDLT 8250 Cultural Diversity

Fall - EDLT 8150 Guided Reading and Writing

Spring- EDLT 8220 EDLT 8220 Principles and Strategies for ESOL

Year 3:

Summer - EDLT 8180 Organization, Administration, and Supervision in Literacy; EDLT 8230 Linguistics & EDLT 8170 Content Area Reading and Writing

Fall - EDLT 8240 ESOL Practicum

Secondary Literacy Coaching Strand Beginning Fall Semester (SEC only)

Year 1:

Fall - EDLT 8100 Foundations of Reading and Writing; EDLT 8270 Content Reading and Writing-Sec

Spring - EDLT 8120 Assessment in Reading and Writing; EDLT 8370 Instructional Strategies/Disciplinary

Year 2:

Summer - EDLT 8260 Principles of ESOL; EDLT 8110 YA and Children's Literature

Fall - EDLT 8150 Guided Reading and Writing; EDLT 8160 Instructional Practicum

Spring – EDLT 8180 Organization, Administration, and Supervision in Literacy; EDLT 8190 Coaching for Literacy Education

Year 3:

Fall-- EDLT 8200 Action Research in Coaching; EDLT 8210 Practicum in Literacy Coaching

Secondary ESOL Strand Beginning Fall Semester (SEC only)

Year 1:

Fall - EDLT 8100 Foundations of Reading and Writing; EDLT 8270 Content Reading and Writing

Spring - EDLT 8120 Assessment of Reading and Writing; EDLT 8370 Instructional Strategies/Disciplinary

Year 2:

Summer - EDLT 8110 YA and Children's Literature; EDLT 8140 Reading and Writing Instructiona and Assessment of ESOL; EDLT 8250 Cultural Diversity

Fall - EDLT 8150 Guided Reading and Writing; EDLT 8240 ESOL Practicum

Spring – EDLT 8180 Organization, Administration, and Supervision in Literacy; EDLT 8220 Principles and Strategies for ESOL

Year 3:

Summer - EDLT 8230 Intro to Linguistics

More detailed course descriptions can be found in the [graduate announcements](#).

ACADEMIC PROBATION

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

- All graduate-level courses
- All courses listed in the Plan of Study (Form GS2)

- All courses (undergraduate and graduate) since admission to the Graduate School, excluding those taken on a pass/fail basis

A minimum grade of C on any coursework must be made for the course to apply toward a degree. Students who fail to meet these requirements become ineligible for graduation and remain on academic probation until they earn the requisite 3.0 grade point average or are dismissed.

Graduate students placed on academic probation should meet with their major advisor and/or graduate program coordinator to ensure that the expectations for removal of the probationary status are clearly defined and understood. Graduate students on academic probation must submit an [R1 Plan for Success](#) or [R2 Second Plan for Success](#) form no later than the date specified in the probation notification (typically around the beginning of classes for the next term).

Further details can be found in the [Graduate School Policy Handbook](#).

ONLINE ENVIRONMENT

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

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

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

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

Required Writing Style

M.Ed. in Literacy (Online) students are expected to utilize APA (American Psychological Association) Style for all course assignments unless directed otherwise by your instructor.

Information regarding APA style can be found on the [APA Style website](#). The [Publication Manual of the American Psychological Association](#) is recommended for all students enrolled in the M.Ed. in Literacy (Online) program.

Required Technologies

To successfully fulfill the requirements of the M.Ed. in Literacy (Online) program, students will need access to:

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

Required Technical Skills

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

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

Technical Support Resources

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

Note: *If a problem with Canvas or another university system will prevent you from submitting an assignment on time, contact your instructor and CCIT immediately. If necessary, s/he can work with you to make alternative arrangements.*

Clemson Computing & Information Technology (CCIT)

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

Contact CCIT for help related to:

- [Usernames and passwords](#)
- [Email](#)
- [iROAR](#)
- [University software](#)
- [Two-factor authentication](#)

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

Canvas Support

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

Contact Canvas support with Canvas-related problems or questions about how to perform different actions within Canvas, including:

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

ACADEMIC INTEGRITY

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

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

Consult the [Graduate School Policy Handbook](#) for a detailed description of these violations and the penalties that they incur.

ONLINE STUDENT AND INSTRUCTOR EXPECTATIONS

Each course in the M.Ed. in Literacy (Online) program will include the following list of expectations for students and faculty.

Student Expectations

Students in the M.Ed. Literacy program are expected to comply with the following guidelines in each course that they take:

1. I will test all technology (both hardware and software as listed in the course syllabus) within the first week of class to ensure that I have the equipment/resources necessary to succeed in the course.
2. I will log into Canvas by the first day of class.
3. I understand that I am responsible for meeting deadlines even if I experience technical issues, including connectivity issues. I will find a backup as necessary (e.g. loaner technology, local computer lab, internet café).
4. Though courses are all asynchronous, I agree to meet module deadlines that may occur throughout the course.
5. In the event of a regional disruption to internet access (national disaster or political crisis), I will communicate with my instructor as soon as I'm able to get back online.
6. I will be professional and respectful in all my communications. I agree to follow the guidelines for online conduct as outlined in the syllabus.
7. I agree to do my part in any group or collaborative work, and I agree to participate actively throughout the course to improve the experience for others and me.
8. I will check Canvas announcements and other course-related materials regularly (as outlined in the course syllabus).
9. I will use official university channels (my Clemson email and/or Canvas's inbox) to communicate with my instructor/peers and respond to messages within 48 hours.

LATE WORK POLICY

The M.Ed. Literacy program has adopted the following program-wide policy on late work:

Assignments are due by the date and time specified in the syllabus. All due dates and times are in Eastern Time (ET).

COMMUNICATION WITH INSTRUCTORS AND CLASSMATES

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

Communicating through Canvas

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

Setting Your Canvas Notifications

Your instructors will also use Canvas to post announcements. To ensure that you receive communication from your instructors in a timely manner, you should elect to receive notifications for Canvas announcements and conversations. Visit Canvas's ["How do I set my notification preferences?"](#) guide for detailed instructions.

You can also elect to receive notifications via text message, push notifications, or additional email addresses. For details on adding additional methods of contact to your Canvas account, visit Canvas's ["How do I add contact methods to receive notifications?"](#) guide.

Google Apps for Education Email

It is important for you to check your University email regularly so that you do not miss important announcements and updates.

Clemson students use Google Apps for Education email. To set up your email account (which will have a separate password than your Clemson account), visit CCIT's [email guide for incoming students](#). To access your student email, visit g.clemson.edu. As part of your Google Apps for Education account, you will also have access to Clemson-specific instances of Google Drive, Google Hangouts, Google Sites, and Google Calendar.

You can also elect to have your [Clemson email forwarded to a personal address](#). If you do this, be sure to log in to your Clemson account before responding to your instructors.

Two-Factor Authentication

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

KEY GRADUATE SCHOOL DEADLINES

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

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

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

From the Graduate School Website: The final responsibility for ensuring compliance with these procedures rests with the graduate student. Special problems should be referred to the graduate dean.

Comprehensive Exam

The M.Ed. in Literacy (Online) weaves the traditional comprehensive exam requirement into coursework assignments throughout the program. Therefore, M.Ed. in Literacy (Online) students will not take part in the traditional comprehensive exam nor will students be required to complete the Graduate School’s corresponding GS7M form.

PLAN OF STUDY (GS2)

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

ADVISORY COMMITTEE

Your Advisory Committee, composed of three faculty members, will approve your curriculum, supervise your graduate program, ensure key competencies have been attained, and initiate the recommendation for awarding your degree. Your Major Advisor, who will help you plan your curriculum, serves as the chair of your Advisory Committee.

Your Advisory Committee is dependent upon your specialization area. The Literacy M.Ed. program coordinator will email you with the names of your advisory committee members.

LEAVE OF ABSENCE

A leave of absence may be granted for compelling personal, family, medical, or professional reasons that require the student to suspend graduate study and to be absent from the University for a period of time. The plan to take a leave of absence from your program should be discussed first with your major advisor and program coordinator well in advance of your intended leave. Formally notify the program and the Graduate School of your intended leave by completing the online [GS-LoA Request for Leave of Absence](#) form. After you complete this form, forward it electronically or hand deliver a hard copy to secure the necessary signatures from your graduate program advisor or coordinator.

A student in good academic standing (minimum 3.0 GPA and has successfully met other program or Graduate School requirements) who must interrupt a graduate program may request a leave of absence from graduate study. A leave of absence may be granted for up to 12 months, with a possible renewal of up to one additional 12-month period.

A student not in good standing (GPA lower than 3.0 or failed critical program or Graduate School requirements) may also request a leave of absence. However, the Graduate School may also choose to dismiss the underperforming student where future success seems unlikely. Should the request for the leave of absence be approved by the Graduate School, the student will return in the same academic status as prior to the leave.

Further details can be found in the [Graduate School Policy Handbook](#).

ASSISTANTSHIP

The M.Ed. in Literacy (Online) program does not offer assistantship opportunities. Students enrolled in the M.Ed. in Literacy (Online) program are expected to be employed within formal and informal PK-12 learning environments.

RELEVANT UNIVERSITY RESOURCES

Registration and Payment

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

Academic Support Services

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

Student Support Services

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