



College of

EDUCATION

Department of Teaching and Learning

**Ed.S. in Teaching and Learning
Program Handbook**

2025-2026

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Table of Contents

PROGRAM CONTACTS.....	3
COHORT INFORMATION AND LOCATION OF DEGREE PROGRAM.....	3
POLICIES AND RESOURCES.....	3
IN-PERSON OR ONLINE ONLY PER TERM HYFLEX POLICY.....	3
SELF-PLAGIARISM (AKA TEXT-RECYCLING) POLICY.....	4
ARTIFICIAL INTELLIGENCE POLICY.....	5
ACADEMIC REQUIREMENTS.....	5
COGNATE AREAS.....	5
CURRICULUM.....	5
Doctoral Seminar (1 credit hours).....	5
Program Core (minimum 15 credit hours).....	6
Research Methods (minimum 7 credit hours).....	6
Cognate Courses (minimum 6 hours).....	6
Culminating Project (minimum 3 hours).....	6
TIMELINE.....	6
CHECKLIST/WORKSHEET OF REQUIREMENTS.....	7
ASSESSMENT.....	7
STUDENT EVALUATION.....	7
Annual Reviews.....	7
Professional Development Benchmarks.....	7
Culminating Project.....	8

The Department of Teaching and Learning welcomes you to Clemson University's College of Education and the Teaching and Learning Educational Specialist 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 Educational Specialist degree in Teaching and Learning is a degree designed to support those who want to learn more about educational research and research in their teaching and learning cognate areas by integrating methods, data, technology, and practices from a variety of fields of study. The degree could be applied in educational settings, curriculum development, professional learning development and facilitation, and or in industry spaces where the design of effective educational pathways is desired.

PROGRAM CONTACTS

Department Chair – Dr. David Fleming, dflemin@clemson.edu

Educational Specialist Program Coordinator – Dr. Julianne Wenner, jwenner@clemson.edu

Director of Graduate Student Services – Julie Jones, jgambre@clemson.edu

Associate Dean of Research and Graduate Studies – Dr. C.C. Bates, celestb@clemson.edu

Associate Dean of Undergraduate Studies – Dr. Michelle Cook, mcook@clemson.edu

The Program Coordinator should be a student's first contact should any issue arise regarding academic progress, program curriculum, assistantships, and/or any other issue regarding the program. If answers are not satisfactory or if the issue is not resolved, the next step would be to contact the Department Chair, followed by the appropriate Associate Dean depending on the issue.

COHORT INFORMATION AND LOCATION OF DEGREE PROGRAM

The Teaching and Learning degree program accepts one cohort of applicants each year, to begin each fall. Application deadlines will be no later than April 15th of each year, with a January 15th deadline to be priority considered for assistantships and fellowships. Per Graduate School policy, applicants are under no obligation to accept offers of financial support prior to April 15th of each year.

The location of the Teaching and Learning degree is at the Clemson University main campus with an option of in-person or HyFlex formats. For this program, the HyFlex format is defined as participating synchronously online. In both formats, classes will not start before 4:30pm EST.

POLICIES AND RESOURCES

[University Policies](#)

[Graduate School Policy Handbook](#)

[Graduate School Resources](#)

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

In-Person Or Online Only Per Term Hyflex Policy

The program is offered through a HyFlex option and can be completed through either traditional face-to-face instruction or online synchronously. Scholars are admitted into a HyFlex program according to the modality selected during the application process (in-person OR synchronous online). Scholars will have the opportunity to change their specified modality prior to the start of each semester. No modality changes will be considered once the semester is in progress. Asynchronous and/or synchronous elements will be included in courses at the discretion of the instructor as stated in the syllabus. In-person students are expected to attend classes in-person unless alternative arrangements have been made with or by course instructors.

Procedure for student: A student wishing to change their designated modality must email a request to the student services coordinator with a detailed explanation. The request will be reviewed by the program coordinator and the department chair.

Self-Plagiarism (Aka Text-Recycling) Policy

[Clemson University](#) has a policy on plagiarism, which is defined as, “includes the copying of language, structure or ideas of another and attributing the work to one's own efforts” (Clemson, 2022, para. 2) In the same policy, self-plagiarism is described as, “Directly quoting your own text from previous projects or papers without attribution” (para. 3).

The American Psychological Association (APA; 2020) has a slightly different interpretation: Self-plagiarism is described as “the presentation of your own previously published work as original...self-plagiarism deceives readers by making it appear that more information is available on a topic than really exists” (p. 256). However, it goes on to say that different universities may have different views on whether or not using previously turned-in work or building on that turned-in work may be permissible and suggest that students should discuss this with their advisors/instructors.

The Ed.S. in Teaching and Learning program coursework is designed such that assignments will support you in considering research ideas and building on those ideas. Consequently, there may be cases in which it is appropriate to use previous coursework (**in part**) for newer assignments. In this case, we adapt the [Text Recycling Research Project's¹ \(TRRP\)](#) notion of ‘text recycling’:

Text recycling is the reuse of textual material (prose, visuals, or equations) in a new document where (1) the material in the new document is identical to that of the source (or substantively equivalent in both form and content), (2) the material is not presented in the new document as a quotation (via quotation marks or block indentation), and (3) at least one author of the new document is also an author of the prior document. (TRRP, 2021, para. 1).

TRRP describes three types of recycling: developmental, generative, and adaptive. In the Ed.S. program, you will most likely consider **developmental text recycling**. See the resources below for generative and adaptive recycling (which is for published work). TRRP defines this as “the reuse of material from unpublished documents. This is common in research and generally considered acceptable” (Hall et al., 2021, p. 2). TRRP has nine best practices for researchers to consider, such that one may recycle text ethically and appropriately, legally, and transparently. A few of these practices are particularly important for developmental text recycling:

- **Authors should recycle text where consistency of language is needed for accurate communication.** This might include a wonderful paragraph you wrote about your methods, or a well-crafted paragraph on your theoretical framework. The accuracy of the language is important and you do not want to dilute meaning by rewording.
- **For most unpublished work authors hold copyright and thus can recycle from that work without legal restriction.** There are some exceptions, but until it's published, your work is yours.
- **Authors should be transparent with editors [or in this case, advisors/instructors].** Many issues can be avoided with clear communication with your advisor/instructor about what you intend to recycle and why. (TRRP, 2021)

References:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.
- Clemson University. (2022). *Plagiarism*.
<https://www.clemson.edu/graduate/students/theses-and-dissertations/plagiarism.html>
- Hall, S., Moskovitz, C. & Pemberton, M. (2021). *Understanding text recycling: a guide for researchers*. The Text Recycling Project.
https://textrecycling.org/files/2021/06/Understanding-Text-Recycling_A-Guide-for-Researchers-V.1.pdf
- Text Recycling Research Project. (2021). *Text recycling: TRRP best practices for researchers*.
https://textrecycling.org/files/2021/04/TRRP_Best-Practices-for-Researchers.pdf

Additional Resources:

¹ TRRP is funded by the National Science Foundation, with several participating universities: Appalachian State University; Duke University; Georgia Southern University; North Carolina State University; and University of Maryland, Baltimore County.

- The Hall et al. link above provides more information on generative and adaptive text recycling
- The [TRRP home page](#) has tons of information as well as presentations and publications tabs on their main page if you would like to see how this work has been applied or described elsewhere
- [The Purdue Owl](#) provides citation information on MLA, APA, and Chicago styles (look along the left-hand side of the page for information on each style)
- The [Clemson Graduate School handbooks](#) provide more information regarding plagiarism and other issues related to academic dishonesty (and so much more!)

Artificial Intelligence Policy

It is the expectation that Ed.S. students develop the skills required to independently, ethically, and effectively complete their final project. Any use of technology or human assistance to circumvent the development and demonstration of skills required for this project may be considered by the College of Education to be in breach of our expectations and will be treated as an academic integrity violation in accordance with Clemson University policies.

Further, any use of artificial intelligence (AI) that is used to supplement and does not circumvent the above criteria MUST be discussed with your instructor PRIOR to engaging in your research and writing. Additionally, use of AI that supplements and does not circumvent these criteria must be disclosed as part of the culminating project in BOTH of the following ways:

- The input should be discussed in the narrative and the output provided in an Appendix²
- There must be a statement where disclosures would typically be in a publication using the template below.

Statement Template: During the preparation of this work the author used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the author reviewed and edited the content as needed and takes full responsibility for the content of the publication.³

Example: *During the preparation of this work the author used scite to find literature to support arguments made in the literature review chapter. After using this tool, the author reviewed the literature to verify its support of the arguments and takes full responsibility for the content of this dissertation.*

This policy is adapted from the [University of Toronto's Student Guidelines for the Doctoral Thesis](#)¹, APA's [How to Cite ChatGPT](#)², and [Elsevier's AI disclosure policy](#)³.

ACADEMIC REQUIREMENTS

The Ed.S. in Teaching and Learning shall consist of a minimum of 32 semester hours of graduate credit approved by the program coordinator and selected from courses typically numbered 8000 or above. Prerequisite and co-requisite courses do not count toward the 32 semester hours of graduate credit required for the degree. Prerequisite courses must be completed before admission as a graduate student, whereas co-requisite courses may be taken concurrently within the program but must be completed before receipt of the Ed.S.

Cognate Areas

Each student pursuing an Ed.S. in Teaching and Learning will design a cognate area in collaboration with the program coordinator to meet the requirements listed. Substitutions and changes will be allowed upon approval by the program coordinator.

Curriculum

Doctoral Seminar (1 credit hours)

Students will take one doctoral seminar in the fall of their first year. In this seminar, students will be introduced to the policies and procedures of Ed.S. and Ph.D. studies and will connect with faculty members with a variety of specializations and research traditions. Students will also complete IRB-required CITI training and become familiar with expectations for professional ethics and academic integrity at the Ed.S. and Ph.D. level

- ED 9030 – Doctoral Seminar I

Program Core (minimum 15 credit hours)

Core knowledge consists of constructs in educational foundations and Teaching and Learning. Core knowledge should be demonstrated through completion of the following core courses:

- ED 9540 – Curriculum Theory
- ED 9320 – Pedagogy & Practice
- ED 9340 – Literature Review & Framework
- ED 9330 – Professional Development & Adult Learning
- ED 9700 – Equity & Identity

Research Methods (minimum 7 credit hours)

Students will successfully complete courses that prepare students to understand and use both quantitative and qualitative research methods and procedures.

- EDF 9270 – Quantitative Research Designs and Statistics for Education Contexts,
- EDF 9790 – Qualitative Research in Education

Cognate Courses (minimum 6 hours)

Students study in a focused area of Teaching and Learning that defines their cognate. Examples of Cognate Courses that may be offered by Teaching and Learning are provided below:

- EDEC 9100 – Foundations of Early Childhood Education
- EDEC 9300 – Early Childhood Research in Educational Settings
- EDSC 8420 – Advanced Studies in the Teaching of Secondary School Mathematics
- EDSC 8470 – Current Literature in Mathematics Teaching
- EDSC 8430 – Advanced Studies in the Teaching of Secondary School Science
- EDSC 8480 – Current Literature in Science Teaching
- EDSC 8440 – Advanced Studies in the Teaching of Secondary School Social Studies
- EDSC 8490 – Current Literature in Social Studies Teaching
- ED 9600 – History and Philosophy of African American Education
- ED 9610 – History of American Education

Culminating Project (minimum 3 hours)

- ED 9990 – Project Development & Implementation

TIMELINE

The following table lays out a typical progression through the Ed. S. in Teaching and Learning program for a full-time student. Part-time student schedules may vary significantly from this timetable.

A Sample PhD Program Timeline	
Year 1 – First Semester	Take 3 graduate courses and doctoral seminar
Year 1 – Second Semester	Take 3 graduate courses
Year 2 - First Semester	Take 3 graduate courses and begin thinking about culminating project
Year 2 - Second Semester	Implement and complete culminating project.

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

Plan of Study (GS2)

All classes listed on the GS2 must be completed before graduation. Prior to graduation, revisions to the degree curriculum may be needed and are subject to Advisory Committee and dean approvals. It may be necessary to change committee membership. In either case, you must submit a revised GS2.

Note: Time limit

All requirements for the doctoral degree must be completed within six (6) years from the date you first matriculate into a doctoral degree program at Clemson. The time limit applies to all Ed.S. programs. Programs may petition for different time limits for their program for good cause. In exceptional circumstances, a student may petition the Graduate School for additional time with approval of the advisory committee. A student who exceeds the time limit without an extension can be dismissed from the Graduate School for failure to maintain adequate academic progress. Please refer to the graduate school handbook for more information.

CHECKLIST/WORKSHEET OF REQUIREMENTS

Use the following checklist to track your completion of program requirements.

What	When to Complete	How/Who
Prepare a <u>preliminary</u> Course of Study with Program Coordinator	Near the beginning of the program of study	In consultation with Program Coordinator (Course of Study Form)
Meet with Program Coordinator to approve final Plan of Study and file with the Graduate School	No later than the beginning of the fourth semester of study following matriculation	Submit GS2 - Committee Selection/Plan of Study

*Graduation deadlines can be found at <https://www.clemson.edu/graduate/students/deadlines.html>

Graduation Participation Deadlines

Apply for diploma	Beginning of final semester*	Via iROAR. Choose "Apply for Graduation" under the "Student Record" menu
Order cap and gown	Beginning of final semester*	You order through bookstore

ASSESSMENT**Student Evaluation****Annual Reviews**

Students will submit annual review forms to the Program Coordinator. The purpose of this task is to review your progress in the program and provide feedback. As faculty, we want to be sure you are receiving the support you need to be successful. You will be contacted each spring semester with more information concerning the review and deadline for submission.

Culminating Project

Students will conduct a final action research project to demonstrate that they are able to bridge the content learned in their coursework to the field more broadly. Further, this will allow students to demonstrate their ability to synthesize literature, critique literature, and describe the relevant knowledge/literature in their field.