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The Department of Teaching and Learning welcomes you to Clemson University's College of Education and the Curriculum and Instruction doctoral 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 Doctor of Philosophy degree in Curriculum and Instruction is a research degree designed to prepare the student to become a scholar who can discover, integrate and apply knowledge, as well as communicate and disseminate it. The intent of the program is to prepare the student to make a significant original contribution to knowledge in a specialized field. The program prepares students in one of the following specialty concentrations: early childhood education, mathematics education, science education, social studies education or educational foundations.

PROGRAM CONTACTS

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POLICIES AND RESOURCES

[University Policies](#)

[Graduate School Policy Handbook](#)

[Graduate School Resources](#)

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

ACADEMIC REQUIREMENTS

A doctoral degree program in Curriculum and Instruction shall consist of a minimum of 65 semester hours of graduate credit approved by the student's Advisory Committee, and selected from courses typically numbered 8000 or above. Prerequisite and co-requisite courses do not count toward the 65 semester hours of graduate credit required for the degree. Prerequisite courses must be completed before admission as a graduate student, whereas co-requisite courses may be taken concurrently but must be completed before receipt of the doctoral degree.

AREAS OF SPECIALIZATION

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

Early Childhood Education

Students with an emphasis in Early Childhood Education will demonstrate (1) in depth knowledge in the field of early childhood education with an understanding of the learning

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

Mathematics or Science Education

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

Mathematics Education

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

Science Education

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

Social Studies Education and Educational Foundations

This program prepares students to be higher education research and teaching faculty, as well as leaders in PK-12 education or related community organizations. Students in the Social Studies and Educational Foundations emphasis area are encouraged to become advocates for educational equity and to improve educational practice at local, national, and global levels. Students who choose an emphasis in this area may elect to focus on 1) Social Studies Education, 2) Educational Foundations, or 3) a combination of the two.

Social Studies Education

Coursework in Social Studies Education explores both curriculum and pedagogy in anthropology, history, geography, psychology, sociology, political science, economics, and interdisciplinary social studies strands. Students conduct research, work with pre-service teachers, and analyze curriculum with the goal of preparing students to be responsible citizens in a diverse, democratic society in an interdependent world.

Educational Foundations

Coursework in Educational Foundations examines fundamental questions about the purpose and meaning of education in society. Students use social, cultural, historical, philosophical, and/or religious lenses to explore concepts like democratic education, social justice, and curriculum studies.

CURRICULUM

Doctoral Seminars (2 credit hours)

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

- ED 9030 (first fall semester)
- ED 9040 (first spring semester)

Program Core (minimum 21 credit hours)

Core knowledge consists of constructs in educational foundations and curriculum and instruction. Core knowledge should be demonstrated in the following areas:

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

- ED 9540

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

- ED 9550

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

- EDF 9080

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

- Required: EDF 9270, 9770 & 9790
- In addition, must take at least one of the following: EDF 9710, 9720, 9730, 9740, 9750, 9780 or 9810

Area of Specialization (minimum 24 hours)

Students study in a focused area of Curriculum and Instruction, chosen from: Early

Childhood Education, Mathematics Education, Science Education, Social Studies Education or Educational Foundations. The faculty of a specialty area determines specific courses and minimum requirements, to include:

- Early Childhood Education
 - **EDEC 9100** – Foundations of Early Childhood Education
 - **EDEC 9200** – Paradigms and Policy in Early Childhood Research
 - **EDEC 9300** – Early Childhood Research in Educational Settings
 - **EDEC 9400** – Seminar in Early Childhood Education
 - **ED (EDF) 9940** – Directed Research
 - **ED (EDF) 9800** – Internship in Curriculum and Instruction
 - An additional 6 credit hours approved by the doctoral committee
- Mathematics Education
 - **EDSC 8420** – Advanced Studies in the Teaching of Secondary School Mathematics
 - **EDSC 8470** – Current Literature in Mathematics Teaching
 - **EDSC 8910** – Directed Internship
 - An additional 15 credit hours approved by the doctoral committee
- Science Education
 - **EDSC 8430** - Advanced Studies in the Teaching of Secondary School Science
 - **EDSC 8480** - Current Literature in Science Teaching
 - **EDSC 8910** – Directed Internship
 - An additional 15 credit hours approved by the doctoral committee
- Social Studies Education
 - **EDSC 8440** - Advanced Studies in the Teaching of Secondary School Social Studies
 - **EDSC 8490** - Current Literature in Social Studies Teaching
 - **EDSC 8910** – Directed Internship
 - An additional 15 credit hours approved by the doctoral committee
- Educational Foundations
 - **ED 9060**- Identity, Schooling, and Democratic Education
 - **EDF/EDL 8000**- Philosophy, Schooling, and Educational Policy
 - **ED 9600**- History and Philosophy of African American Education
 - **ED 9610**- History of American Education
 - **EDF 9200**- Philosophy of Educational Research
 - **EDL 8200**- Politics of Education
 - **EDLT 9000**- Sociocultural Theories of Learning

Dissertation (minimum 18 credit hours)

- ED 9910

Total minimum program hours – 65 credit hours

TIMELINE

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

A Sample PhD Program Timeline	
Year 1 – First Semester	Take 3 graduate courses, attend seminars, attend faculty research presentations
	Take 3 graduate courses, attend seminars, begin work on a research project
Year 2	Take 6 more graduate courses (or more as needed/desired), attend seminars. Continue working on research projects. Prepare for comprehensive exams as required.
Year 3	Finish comprehensive exams, complete oral portion of qualifying exam as required. Continue working on research projects. Take more graduate courses as needed/desired, attend seminars.
Year 4 and beyond	Continue working on research project. Take more graduate courses as needed/desired, attend seminars. Present dissertation proposal and write and defend your dissertation when research is completed.

Graduate students enrolled in a degree program are required to maintain continuous enrollment after initial matriculation. If a leave of absence from your program is needed, please follow the Graduate School's leave of absence [policy](#).

Note: Time limit

*All requirements for the doctoral degree must be completed within eight (8) years from the date you first matriculate into a doctoral degree program at Clemson. The time limit applies to all doctoral programs, even cases where a student is receiving a master's degree en route to the doctorate. This clock does not stop for **leave of absence**. 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 p. 22 of the graduate school handbook for more information.*

CHECKLIST/WORKSHEET OF REQUIREMENTS

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

Checklist for Doctoral Students in Curriculum and Instruction Program			
What	When to Complete	How/Who	Date Completed

Initial Advisor	Assigned upon entry to the program	Notified in initial acceptance email from the department	
Select a Major Advisor (A)	Near the beginning of the program of study	In consultation with the department chair	
Prepare a preliminary Plan of Study with your Major Advisor	Near the beginning of the program of study	In consultation with the Major Advisor	
Appointment of Advisory Committee (B)	No later than the beginning of the fourth semester of study following matriculation	In consultation with your Major Advisor and/or department chair	
Prepare a final Plan of Study with your Advisory Committee and file your Plan of Study (C) with the Graduate School	No later than the beginning of the fourth semester of study following matriculation	Submit GS2 - Committee Selection/Plan of Study	
Minimum of 47 credit hours completed, exclusive of research and completion of teaching and research practice competency - ED 9800	Within six calendar years prior to graduation	N/A	
Comprehensive exam – written	After completion of core classes	Advisory Committee	
Comprehensive exam – oral	After proposal is accepted and not later than 12 months after completing core classes	Advisory Committee	
Admission to doctoral candidacy (D)	No more than 5 years and at least 6 months prior to the date of graduation	Submit GS5D – Results of the Doctoral Comprehensive Exam and Candidacy form	

Announcement of dissertation proposal	No later than 10 days prior to proposal	Submit Announcement of Dissertation to departmental Student Services Program Coordinator	
Dissertation proposal	Within approximately one year of completing core classes	In consultation with the Advisory Committee	
Minimum of 18 hours of dissertation credit completed	Following proposal approval	N/A	
Submit your dissertation – 1 st draft	At least 8 weeks before date of final examination	You supply to Advisory Committee members	
Submit your dissertation – final	Approved copies at least 2 weeks prior to final examination	You supply to Advisory Committee members	
Announcement of dissertation defense/Add defense to Graduate School defense calendar	No later than 10 days prior to defense	Submit Announcement of Dissertation to departmental Student Services Program Coordinator. Add to calendar - http://www.clemson.edu/graduate/calendar/index.html	
Dissertation Defense	At least 3 weeks prior to graduation*	Major Advisor files GS7D with Graduate School	
Submit your approved manuscript to Graduate School for formatting review	At least 2 weeks prior to graduation* (earlier is better)	You submit online at dissertations.umi.com	
All formatting revisions completed, approval of manuscript by Graduate School	At least one week prior to graduation*	Via email and website; the manuscript review office will notify you of any revisions required and how to submit them	

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

Apply for diploma	Beginning for 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	

- A. **Major Advisor** - The selection of your Major Advisor is one of the most important decisions you will face as a graduate student. Your Major Advisor helps plan your curriculum and guides your research activities and the preparation of your dissertation. Choose carefully: to facilitate your progress through the program as well as the quality of the program itself.
- B. **Advisory Committee** - Your Advisory Committee will approve your curriculum, supervise your graduate program, administer your comprehensive and/or final examinations, and initiate the recommendation for awarding your degree. Your Major Advisor will serve as the chair of your Advisory Committee.

The Advisory Committee must be composed of at least four faculty members. The majority of the advisory committee (majority here considered to be 50% of the committee), including the major advisor, must be composed of full-time tenure-track Clemson University faculty from Teaching and Learning. At least 2 members of the committee should be in the student’s specialty area or have closely-related expertise. At least one member of the committee should hold an appointment outside the Teaching and Learning unit.

The tasks of the advisory committee include:

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

In addition to these tasks, the Committee Chair assumes the following responsibilities:

- Advising the student on the development of the curriculum plan
- Giving the student timely feedback on the dissertation proposal and the dissertation manuscript
- Supervising the comprehensive examination
- Supervising the dissertation proposal defense
- Supervising the defense of the dissertation, giving final approval of the

dissertation as appropriate, and initiating the recommendation to the Graduate School for awarding the Doctor of Philosophy degree.

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

- C. **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. It may be necessary to change committee membership. In either case, you must submit a revised GS2.
- D. **Admission to Candidacy** - Admission to the Graduate School does not qualify a student as a candidate for an advanced degree. Such candidacy depends upon the acceptance by the Graduate Dean of a written request for admission to candidacy. This request (GS5D Form) must be filed by the student's committee within the three weeks following successful completion of the Comprehensive Examination. Any student desiring admission to candidacy must have received full admission to the Graduate School, have a satisfactory academic standing, have on file with the Graduate School an approved graduate degree curriculum (GS2 Form), and have successfully completed the Comprehensive Examination.

ASSESSMENT

ANNUAL REVIEWS

Annual reviews of the doctoral student's progress in the program will be completed by faculty in, or faculty that have a closely-related expertise to, the specialty area. 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 your review.

BENCHMARKS

1. Professional Competence (documented by student for committee). These competencies will be fulfilled before the student is awarded the doctoral degree.
 - a. Students will teach a college/university undergraduate class and/or demonstrate competency in instructional methods as they relate to higher education.
 - b. Students will conduct a national presentation as a primary presenter and/or demonstrate competency in scholarly communication within a professional setting.
 - c. Students will submit a manuscript for publication (national level preferred) as a primary author and/or demonstrate competency in scholarly writing in an external resource.
2. Comprehensive Examination (see major advisor for details)

- a. The comprehensive examination consists of two possible formats: a traditional written exam or a portfolio.
 - b. Should a student choose an alternative format for the comprehensive examination (necessary for formats that are not the traditional written exam or the portfolio), an Examination Plan approved by the advisory committee and the student will be maintained by the committee chair.
 - c. Oral Exam: Regardless of the format chosen by the student, each student will be expected to complete an oral presentation to the advisory committee. The format of the Oral Examination is decided upon by the advisor and the committee based on the results of the comprehensive exam. In concluding the oral examination, the committee members collectively decide if the student has passed this benchmark. (see major advisor for details)
3. Dissertation Proposal (see major advisor for details)
 4. Dissertation Defense (see major advisor for details)

RESIDENCE

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

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

For students employed substantially more than ½-time, a statement specifying the manner in which the residence requirement is to be satisfied shall be formulated by your Advisory Committee and included in your curriculum. Also, upon completion of the final examination, your Advisory Committee will forward to the Graduate School a statement approved by the faculty chair and college dean certifying that residence requirements have been met.

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

ASSISTANTSHIP

For information regarding student employment, refer to the [Student Employment FAQ webpage](#) on the Graduate School website.

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