Clemson University
College of Education

Department of Educational and Organizational Leadership Development

Ph.D. in Educational Leadership Handbook

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PROGRAM PURPOSE

A Doctor of Philosophy (Ph.D.) degree is an academic degree that offers benefits to society as well as the person earning the degree. The Ph.D. experience requires one to develop skills for the advancement of knowledge and practice available to the field. Clemson's Ph.D. program in Educational Leadership is designed to prepare education scholars, practitioners, and leaders across and for P-20+ educational contexts by engaging in the breadth and depth of theoretical and practical knowledge related to leadership, ethics, equity, research, and policy. Students become scholars and leaders who can discover, integrate, and apply knowledge as leaders in schools, post-secondary educational institutions, and state and federal education agencies. This is accomplished through close association with, and apprenticeship to, faculty members experienced in research, teaching and leadership. Doctoral students in Educational Leadership work closely with faculty on shared scholarly interests from the point of admission through their dissertation defense. Typical time-to-degree is 4-7 years. Courses are offered through multiple modalities: face-to-face, on-line, and hybrid. Courses are offered on-campus, at the University Center Greenville (UCG), and other locations across the state.

OUTCOMES AND LEARNING DOMAINS

Through the doctoral process, faculty expect students to develop in the areas of Leading, Scholarship, and Practice. Acts of **Leading** are understood as collective practices among multiple contributors exercising the abilities of the collective to be mutually supportive towards educational goals (Gronn, 2002; Leithwood & Mascall, 2008; Leithwood et al., 2007; Ogawa & Bossert, 1995; Ni, Yan & Pounder, 2017; Spillane, 2006). **Scholarship** is understood as a collective practice of engaging in inquiry and application with and across multiple communities and educational settings to support human flourishing (Boyer et al., 2015). **Practice** is the process of engaging in individual, group, and systemic level appraisals and interventions informed by experiential and inquiry-based knowledge (Ball & Cohen, 1999; Hargreaves, 1996).

Each area of development is assessed through five (5) domains of learning : Leadership, Equity, Research, Ethics, and Policy.

Leadership involves the critical study of individuals, groups, systems, and organizations and how these inform ethical vision and practices. Within this context, leadership is intended to improve educational experiences at the nexus of teaching and learning across formal education institutions and throughout informal educational opportunities within communities.

Equity involves engaging in critical analyses of systems of privilege and oppression through ideological, individual, group, and systemic level appraisals and interventions in pursuit of creating just opportunities and outcomes for all.

Research involves systematically identifying, gathering, analyzing, and presenting evidence for the purpose of addressing pressing educational problems of practice and contributing to a larger body of knowledge.

Ethics encompasses understanding the legal and moral foundations for the purpose of informing and guiding the work of ethical leaders, researchers, and educators who serve educational institutions, agencies, and organizations.

Policy includes identification, analysis, and recommendations addressing current and emerging trends and problems in social, political, and economic contexts surrounding educational institutions, organizations, and agencies.

ADMISSIONS PROCEDURES

Application for admission to Clemson's Ph.D. program in Educational Leadership (EDL) begins with an online- application at the Clemson Graduate School's website. All application materials must be sent to the Clemson Graduate School and should not be sent electronically or through ground mail to faculty or any department members. The process starts and ends at the Clemson Graduate School and is a two-part process. Both the Graduate School *and* the EDL program must accept students.

There is a non-degree application option for students who have a relevant Master's degree. Students who choose this option may only enroll in EDL 9100, Introductory Doctoral Seminar. Students who enter the program as a non-degree seeking student must reapply for full admission to the program before taking other courses in the program.

A master's degree in educational leadership, student affairs administration, or comparable degree programs with an acceptable grade point average is required for admittance to the program.

APPLICATION DEADLINES

Applications for admissions will be accepted for Fall matriculation by January 15th, for priority consideration (applicants seeking assistantships), and April 15th, for traditional consideration (applicants not seeking assistantships).

APPLICATION COMPONENTS

Applications are reviewed shortly after the above deadlines and must be complete to be reviewed. Applicants are evaluated on a variety of criteria that includes: cover letter with specified information, transcript, reference letters, curriculum vitae, and GRE scores.

Cover Letter – The cover letter, which will be evaluated for content and as a writing sample, must be 2- pages or less and include:

- Reasons for pursuing the Ph.D. degree in Educational Leadership, including research interests and career goals
- Professional and/or personal experiences shaping your current research interests and career goals
- How the program faculty can support you in completing this degree

Transcripts - Unofficial transcripts from all previous institutions are uploaded for the application review. Official transcripts are required after admission and must be sent directly to the Clemson Graduate School.

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

Résumé/CV - A resume or curriculum vitae that supports candidacy with evidence of pertinent educational leadership experience and evidence that the candidate can perform in a scholarly environment.

GRE Scores - GRE scores must be acceptable. GRE scores more than five years old, relative to the date of initial enrollment, will not be accepted.

ADDITIONAL ADMISSION CONSIDERATIONS

Non-Native English Speakers

Because of the strong communication component of the Ph.D., non-native speakers of English are urged to contact the Clemson Graduate School . Potential applicants will have to demonstrate English proficiency through TOEFL or ELS 112. More information is available through the Clemson Graduate School.

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

ED.S. EN ROUTE TO PH.D.
Students who have been accepted to the Ph.D. in P-12 Educational Leadership who desire to be awarded an Educational Specialist's degree (Ed.S.) en route to the Ph.D. may apply coursework from the doctoral program toward the Ed.S. degree. To apply for the Ed.S. en Route to the Ph.D., students must have completed the courses that lead to licensure in South Carolina as a building-level or district-level leader (See Appendix B a list of the required courses.), and successfully defended their comprehensive exam. The form to apply for the Ed.S. en Route to the Ph.D. is the GS2-14. After students are awarded the Ed.S. en Route to the Ph.D., they will remain enrolled as doctoral students.

THE ADMISSIONS COMMITTEE
The Admissions Committee is composed of full-time, tenure-track faculty members who teach courses and/or advise students for the Ph.D. in Educational Leadership. The Admissions Committee meets within one month of deadlines to permit Graduate School and College of Education offices adequate time for processing applications. The Admissions Committee's meeting, to the extent possible, occurs sufficiently before new student registration is opened by Clemson's Registrar's Office to allow notification of acceptance.

MENTORS
Based on application materials, especially the cover letter and curriculum vitae or resume, the Admissions Committee will determine whether there is a relationship between applicant interests and faculty expertise. Based on that determination, a mentor will be assigned to each admitted new student. A student's mentor is not expected to serve as the student's major advisor/doctoral advising committee chair.

Mentors support new students through the initial preliminary core courses. Mentors answer general questions about registration and enrollment processes and help new students identify and enroll in the preliminary core courses. Mentors also encourage students to progress to the preliminary exam within the first two years of enrollment in the program.

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

PROGRAM

The Ph.D. program includes both course and non-course requirements. In general, Ph.D. program courses provide prerequisite knowledge and skills for the Ph.D. program's non-course requirements. The table below illustrates the courses and progression required for degree completion.

Appendix A outlines the Ph.D. program process and non-course requirement. Appendix B describes the P-12 concentration options.

COURSE REQUIREMENTS (76 Credit Hours)

Core Courses	Courses		Hours
Preliminary Core	- EDL 9000: Principles of Educational Leadership - EDL 9050: Theory and Practice in Educational Leadership - EDL 9100: Introductory Doctoral Seminar - EDL 9110: Systematic Inquiry in Educational Leadership		12 Hours (min.)
Research Courses	**Intro:** - EDF 9270: Quantitative Research Designs & Statistics for Ed. Contexts - EDF 9770: Multiple Regression/General Linear Model in Ed. Research - EDF 9790: Qualitative Research in Education **Advanced:** - EDF 9720: Phenomenology & Grounded Theory Research Methods & Design - EDF 9710: Case study and Ethnographic Research Methods and Design - EDF 9730: Narrative and Historical Research Methods and Design - EDF 9740: Emerging Qualitative Research Methods & Design - EDF 9750: Mixed Methods Research - EDF 9010: Seminar in the Learning Sciences I		13 Hours (min.)
Internship	- EDL 9860: Internship in Educational Leadership		3 Hours
Elective	*An additional course to supplement your dissertation content area.*		3 Hours
Cognate Courses	*Courses that support foundational domains for Educational Leadership (e.g., psychology, political science, sociology, etc.). See the section on Cognate Courses for more detail.*		6 Hours (min.)
Concentration *(not an exhaustive list)*	***P-12 Concentration** EDLL 8000: Intro. to School Leadership EDLL 8200: School Personnel Develop't EDLL 8250: Law & Ethics for School Ldrs EDLL 8300: Instructional Leadership I EDLL 8400: Instructional Leadership I EDLL 8450: Resource Man't for Schl Ldrs EDLL 8500 & EDLL 8510: Elem Intern. EDLL 8550 & EDLL 8560: Sec Intern. EDL 8100: School Facilities Plan EDL 8150: The Superintendency EDL 8200: Politics of Education EDL 8300: Finance in School Systems EDL 8500: District Internship I EDL 8510: District Internship II EDL 9250: Instructional Leadership EDL 9720: Ethics in Educational Leadership ***See App. B (p. 15) for a full breakdown***	**Higher Education Concentration** EDSA 8190: Contemp. College Stu.* EDL 9500: Educational Policy Studies* EDL 9620: Higher Ed. Governance* EDL 9750: College Teaching* EDL 9770: Diversity Issues in HE* EDL 9800: Current Issues in Ed. Lead. * EDL 9700: Foundations of Higher Ed. EDL 7650: Assessment in Higher Ed. EDL 8200: Politics of Education EDL 8390: Research Methods in Ed. Lead. EDL 8850: Selected Topics in Ed. Admin. EDL 9550: The Two-Year College EDL 9600: Legal Principles… in Higher Ed. EDL 9650: Higher Education Finance EDL 9720: Ethics in Ed. Leadership EDL 9760: External Eff. in Higher Ed. ***Concentration course requirement**	18 Hours (min.)
Dissertation Residency	EDL 9880: Directed Research		3 Hours
Dissertation Research	EDL 9910: Doctoral Dissertation Research *A minimum of 15 credits must be taken within 12 months of filing the GS-5.*		18 Hours (min.)

PLAN OF STUDY (GS2)

A Plan of Study (Clemson Graduate School's GS2 form) is established post-preliminary exam by the Doctoral Advising Committee in collaboration with the doctoral student. The Doctoral Advising Committee reviews the student's prelims and then holds a meeting to discuss the student's performance and to advise on the remaining coursework. The Doctoral Advising Committee determines the maximum number of courses in any student's plan of study based on the learning and development needs of the student. Given students' backgrounds, goals, and interests, some coursework may exceed minimum requirements. Post-prelims, students must earn at least 21 credits before eligibility for the Comprehensive Exam and moving to candidacy.

PRELIMINARY CORE COURSES

These two courses infuse foundational knowledge in the learning domains of Leadership, Ethics, Equity, Research, and Policy from a variety of perspectives among the disciplines that offer research-based knowledge to the theories and practice of Educational Leadership for life-long learning (P-20). Among the purposes of these core courses is the opportunity for professionals to develop identities as researchers and scholars in the field of Educational Leadership. The Ph.D. is a research degree offering students the opportunity to participate in the community of scholars producing and disseminating knowledge for the field, as well as potential advancement in their careers.

RESEARCH COURSES

Educational Leadership is a diverse multi- and interdisciplinary field. Research courses offer a variety of tools for Ph.D. students who also are mid-career professionals; therefore, EDL Ph.D. students are expected to develop general knowledge about a variety of research epistemologies and methods. All students will be introduced to fundamental research designs and analysis techniques spanning the realms of qualitative and quantitative methods. At the introductory level, students must complete both one qualitative and one quantitative course. Then the Doctoral Advising Committee directs students on further research requirements in advanced qualitative and/or advanced quantitative course work. The recommended sequence of research courses can be found in the Program of Study section of this handbook. It should be noted that EDF 9270 is a prerequisite for EDF 9770; EDF 9770 is a prerequisite for advanced quantitative courses. EDF 9790 is a prerequisite for advanced qualitative courses; EDF 9770 and 9790 are prerequisites for mixed methods.

RESEARCH INTERNSHIP

The purpose of the required, three-hour course EDL 9860: Research Internship is to provide students an apprenticeship with faculty members who have current research projects underway. This course should be taken towards the end of coursework when students have completed the majority of their research methods courses. Students will work under the guidance of their Major Advisors or any other faculty member who is conducting active research in EDL. The Research Internship provides students an opportunity to develop viable research questions from the problems and issues of practice and then participate in the development of the research design, data collection, analysis, and reporting phases of research studies. Student products from the Research Internship may include conference proposals, presentations, and manuscripts prepared as a co-author with the faculty member/s to whom they apprenticed during the Research Internship. All research conducted in this internship must meet Clemson's Institutional Review Board (IRB) requirements, including the requirement that students have valid IRB certification. Students may also use the Research Internship to build their curriculum vitae demonstrating their growth in scholarship and their emerging research agenda for their dissertations.

ELECTIVE COURSE

Students are required to take one elective course of their choice. This is an opportunity for students to take courses that will expand their credentials in a given area or that would supplement their

dissertation content area.

CONCENTRATION OPTIONS

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

For the Higher Education Concentration, students are required to take 6 predetermined courses (which are outlined in the Program of Study section of this handbook) and work with their Doctoral Advising Committees to choose a possible elective. The Higher Education and Student Affairs faculty will offer additional coursework and select seminars germane to leadership in Higher Education and on immediate issues that arise affecting higher educational leadership, policy, and practice.

Students interested in the P-12 concentration (see Appendix B) have four options among their concentration coursework. In three of these options, students may choose to obtain state of South Carolina licenses for work as school administrators at the building level or at the district level. Note that state regulations provide the requirements for certification; Doctoral Advisory Committees do not have the jurisdiction to change state regulations and requirements. Students must work with EDL's certification officer (an EDL faculty member) in completing a worksheet of requirements. In many cases, this certification officer may not be a member of the Doctoral Advising Committee. The Major Advisor and Doctoral Advising Committee will need the completed worksheet to enable advising and completion of degree program of studies form, the GS2. Students who select a certification option are responsible for meeting with the EDL faculty member designated as the certification officer and obtaining a completed worksheet to circulate among their Doctoral Advising Committee members.

The certification worksheet and the GS2 are two different forms required for P-12 students who have selected a certification option. The certification worksheet is Clemson's documentation to the state of South Carolina of the approved program for certification. The GS- 2 is the Doctoral Advising Committee's documentation to Clemson's Graduate School of the course requirements for obtaining the Ph.D. Students who select one of the three certification options for their concentration in P-12 must complete the state's approved program requirements. These certification requirements range in credit hours from 21 to 36. More information can be obtained from the South Carolina Department of Education website.

P-12 students have a fourth option should they not require any state certification to attain their goals professionally or academically. The fourth option is a non-certification option and the coursework design is completely at the discretion of the Doctoral Advising Committee. Students may select a combination of coursework among courses for both higher education and P-12 concentrations. The minimum number of credits for this non-certification P-12 concentration option is 18. P-12 concentration courses are typically offered through cohorts established with local school districts and are frequently taught off-campus. More information about cohort course delivery can be obtained by contacting the EOLD Student Services Coordinator.

CONTINUOUS ENROLLMENT & LEAVE OF ABSENCE

Students are required to be enrolled each fall and spring semester following initial matriculation. If students anticipate not being continuously enrolled, they must complete a GS-LoA, Leave of Absence form. More

information on continuous enrollment and leaves of absence can be found in the Graduate School Policies and Procedures.

DOCTORAL ADVISING COMMITTEE

According to Clemson's Graduate School, the Doctoral Advising Committee holds the ultimate responsibility for program design and supervision of students and candidates for the degree. All of EDL's Ph.D. students are encouraged to review Clemson's academic policies and requirements for Graduate studies on the Graduate School's website. Students are responsible for obtaining consent among the faculty about serving in the capacity of Doctoral Advising Committee members. **A full list of EOLD faculty can be found on the department website.**

Committee membership typically adheres to the following characteristics for committee members:

- Four full-time, tenure-track faculty members from the EDL program *and* other disciplines or areas of expertise relevant to the doctoral student's topic, theory, or methods for dissertation preparation and completion. One member must be a non-EDL faculty member.
- At least half of the faculty members on the Doctoral Advising Committee must hold expertise in the EDL Ph.D. program.
- In some cases, non-Clemson committee members may be included on the Doctoral Advising Committee due to their unique expertise germane to the student's research. Such members are subject to Clemson's peer review process for adjunct faculty. Tenured faculty within the Department of Educational and Organizational Leadership Development (EOLD) have the final jurisdiction in determining a non-Clemson committee member's suitability to serve on any Doctoral Advising Committee.

The table below demonstrates the possible configurations of faculty expertise in a student's doctoral advising committee.

DOCTORAL ADVISING COMMITTEE CONFIGURATIONS

Most Common Configuration	Alternative Configuration I	Alternative Configuration II
1. EDL Chair/Major Advisor 2. EDL faculty 3. EDL faculty 4. Outside EDL faculty	1. EDL Chair/Major Advisor 2. EDL faculty 3. College of Education faculty 4. Outside EDL faculty	1. EDL Chair/Major Advisor 2. EDL faculty 3. Outside EDL faculty 4. non-Clemson expert faculty

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

It is not uncommon for faculty to leave the institution. As a result, students and advisors may be left to determine whether or not that person may and should remain on their DAC. As a common practice, the EDL faculty has adopted the following stipulation: if a student is on track to defend the dissertation within one year of the faculty member departing, that person may remain on the DAC. If students are beyond one year before completion, they should work with their Chair to determine next steps in replacing that committee member.

MAJOR ADVISOR & CHAIR OF THE DOCTORAL ADVISING COMMITTEE

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

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

According to Clemson's Institutional Review Board (IRB) policies, the Major Advisor serves as the Principal Investigator (PI) of the student's dissertation research project, not the student. That fact places the Major Advisor and student in a mutual, high stakes relationship requiring the student's careful attention to research protocols.

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

Students who need to change their Major Advisor can discuss the rationale for change with the current advisor, secure a new advisor, and submit an updated GS2 Committee form.

EOLD DOCTORAL STUDENT REFLECTIVE ASSESSMENT

The EOLD Doctoral Faculty are committed to supporting students in their development as educational leaders, scholars, and practitioners across P-20+ educational contexts. The purpose of the Reflexive Assessment is to support students' articulations of their development as scholar – practitioners as a result of engaging in the PhD program. This assessment is intended to provide structured reflection and feedback throughout the academic program, specifically at the Preliminary Exam, Comprehensive Exam, and the Dissertation Defense milestones.

COMPREHENSIVE EXAMS AND CANDIDACY

The Comprehensive Examination is taken by doctoral students at the end of their academic course work (based on the committee's recommendation, it could be prior to, or simultaneously with, taking EDL 9880). The primary purpose is to give the student an opportunity to perform the following:

1. Demonstrate an understanding of basic concepts beyond the final examination taken in specified courses,
2. Form and articulate scholarly arguments and concepts in areas of study,
3. Use the methods of argument, presentation, conclusion, implication, application, and organization to synthesize knowledge from the student's studies,
4. Illustrate an ability to integrate concepts from multiple disciplines, and

The Comprehensive Examination provides students the opportunity to synthesize knowledge at an advanced academic level. At Clemson, students who successfully complete the Comprehensive Exam are admitted to Candidacy upon the Doctoral Advising Committee members' signatures on the Graduate School's GS-5D.

Comprehensive exams must advance the student's research agenda and thus should support their dissertation work in some way. Students must work with their Major Advisor and DAC to confirm the project before the student begins working on it. Students should plan to complete the exam at least one semester ahead of when they plan to defend it depending on the project. All exams require a written artifact to document the product. There are a number of options students can consider for the comprehensive exam, including but not limited to (list is in alphabetical order):

- Evaluative-Research Project
  - Students work with a client to complete an evaluative-research project by which the students uses theoretical and methodological expertise to support the evaluation of a program
    - Product – written research report with reference list
- Four-Question Exam
  - Students complete a four-question, take-home exam that is created with the DAC and the input of the student
    - Product – written essays with reference list
- Manuscript for Publication
  - Students propose and write a publishable manuscript to the standards of a chosen publication outlet
    - Product – final version of manuscript ready for submission
- Pilot Study
  - Students conduct a small scale, feasibility study with a targeted purpose (i.e., test a protocol, validate an instrument, attain information towards the construction of the dissertation)
    - Product – written research report with reference list
- Systematic Literature Review
  - Students identify, critically appraise, and summarize the existing evidence concerning a clearly defined problem
    - Product -- written research report with reference list

Students must **give their DAC two full weeks to review the exam product** after which the student will defend their exam to the DAC in a meeting. The defense permits students and the Doctoral Advising Committee members to engage in a discussion of the students' project. A typical presentation begins with a brief overview of the project from the student. Then faculty members engage the students in further analysis, clarification, and discussion of the concepts presented. In many cases, it is appropriate

for the final portion of the defense to include an overview of the student's research agenda and timeline to proposal development and proposal defense.

Passing the Comprehensive Exam
Once the student has successfully completed the Comprehensive Exam the committee will forward a signed GS-5D form to Clemson's Graduate School requesting that the student be admitted to candidacy for the Ph.D. degree.

TIME-TO-DEGREE CLOCK/DEADLINE

All requirements for the doctoral degree must be completed within eight (8) years from matriculation into the doctoral program. Leaves of absence do not stop the time-to-degree clock but are available upon application.

CANDIDACY CORE COURSE

EDL 9880: Directed Research is the required post-candidacy course in which students refine the conceptual basis for their dissertation research in directed study with faculty. Ph.D. candidates use this course to draft their dissertation proposal. Prior to taking EDL 9880, students must have submitted their GS2, completed the vast majority of their coursework, including at least three research courses, and developed a plan for completing their Comprehensive Exam. This course is repeatable up to 6 credit hours in the event students need more support to complete the proposal.

STATE REQUIREMENTS FOR CERTIFICATION

Note that given state requirements attached to accreditation for certification, P-12 students who have selected a certification option must complete the required certification assessment. Typically, certification concentration assessment involves more than one question and can be arranged with the certification officer, who is an EDL faculty member. The certification officer is the faculty member who signed the certification worksheet that the student submitted to the Doctoral Advising Committee when setting up the program of studies post-prelims for the GS2.

DISSERTATION RESEARCH & WRITING

The dissertation research and writing process is a highly intensive (18 credit hours minimum) experience that requires close association between the dissertator (Ph.D. Candidate) and the Major Advisor. Particularly concerning IRB requirements, both are ultimately responsible for fidelity in the research protocols.

Furthermore, both are also accountable for meeting all of Clemson's requirements as well as the professional demands for ethics and knowledge development in the field of Educational Leadership. Clemson's requirements are enumerated on the Graduate School's web pages for the formatting and submission of dissertations. The field of Educational Leadership demands appropriate written communications and attention to matters of spelling, grammar, and ethics as detailed in the latest edition of the American Psychological Association's Publication Manual (also known as the APA Manual).

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

Successful Ph.D. graduates attribute the following strategies to their degree completion:

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

DISSERTATION PROPOSAL

The candidacy core course (EDL 9880) should be used to prepare the dissertation proposal. This is developed under the tutelage of the Major Advisor. The proposal is comprised of the first three chapters of the dissertation: Introduction, Literature Review, and Research Design. In the dissertation proposal defense meeting (which can, with approval of the Major Advisor, be conducted at the same time as the Comprehensive Exam although, given time constraints, this should be considered carefully), candidates are expected to present and defend a complete dissertation proposal. The dissertation advisory committee will support the candidate in further developing and refining the proposal. The student may not submit an IRB application or collect data without committee approval.

The hallmark of research at Clemson, a research-extensive university and a UCEA institution, is the transparent dissemination of knowledge. All EDL Ph.D. proposal defenses are public events. Working with the Doctoral Advising Committee, the Ph.D. candidate schedules a date acceptable to all of the committee members. The candidate works with the administrative assistants in the College of Education to reserve a suitable location (conference room) for the proposal. Once the date and location have been determined, the candidate emails the graduate programs coordinator (or designee) in the College who will circulate an announcement of the proposal defense and publishes the dates online with the Graduate School's online process. Typical attendees are other Ph.D. students and interested faculty.

The Ph.D. candidate distributes a complete proposal upon approval of the Major Advisor/Doctoral Advising Committee Chair to the Doctoral Advising Committee **at least two weeks prior** to the scheduled defense.

The agenda of the defense includes the following items:

1. A brief overview of the research study by the Ph.D. candidate.
    a. The overview typically includes a discussion of concepts/theory and prior research, a clear statement of the problem with associated research questions, a design appropriate to the research problem, an explicit specification of the research procedures from data generation/collection through analysis with projected formats for presentation of results.
2. The Doctoral Advising Committee members and others attending the proposal defense may ask questions of the candidate on any aspect of the proposal.
    a. Generally, faculty members focus their questions on proposal elements most germane to their areas of expertise.

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

IRB Approval

Ph.D. candidates must not seek IRB approval for their dissertation research until successfully defending their proposals. Ultimately, the Major Advisor serves as the Principal Investigator (PI) for the candidate's research. The steps in this process are key to Clemson's procedures assuring the ethical construction and trustworthiness of research protocols.

The Doctoral Advising Committee serves as the first step in screening the design and methods of Ph.D. research for validity and ethical treatment of participants. The IRB is a second step in this process, not an initial one. Major Advisors and their immediate supervisors (department chair) must sign the IRB forms before transmitting them to Clemson's Office of Research Compliance. The Office of Research Compliance communicates through the Major Advisor, not the Ph.D. candidate. In addition to the prerequisite of a successful proposal defense, the Office of Research Compliance has two other prerequisites:

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

DISSERTATION OPTIONS

Students in the EDL program have two options for their dissertations:

1. They may develop a traditional five-chapter dissertation (introduction, literature review, design, results, and discussion).
2. The student may develop a three-article dissertation
    a. This is particularly attractive for students certain of pursuing an academic career or who are working closely with a faculty member on his or her research agenda. The student needs to work closely with the Advisor to meet the requirements of both options.

GRADUATE SCHOOL DEADLINES

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

DISSERTATION DEFENSE & PUBLICATION

As is the case with the proposal defense, the dissertation defense is a public event for the transparent dissemination of knowledge. Dissertation defense dates are communicated within the College of Education and Clemson's Graduate School calendar. Ideally, throughout the program and process, the Major Professor and Doctoral Advising Committee members have worked with the Ph.D. candidate in increasing knowledge dissemination and productivity through presentation of aspects of the student's research agenda at conferences and in preparing manuscripts. Such presentations serve as preparation for the public defense of the dissertation. These experiences should be apparent in the student's updated curriculum vitae, which appears as an appendix in the dissertations from EDL's Ph.D. program.

All members of the Doctoral Advising Committee and the student have agreed to the defense date at least a month in advance. Students may not attempt to schedule their defenses without explicit permission from their Major Advisor. **The Ph.D. candidate submits a final draft of the dissertation to the Doctoral Advisory Committee at least two weeks before the defense date**. The candidate works with the administrative assistants in the College of Education to reserve a suitable location (conference room) for the defense. Once the date and location have been determined, the candidate contacts the graduate programs coordinator (or designee) in the College who will make a public announcement of the defense date and location and to alert the Graduate School. The defense date must also be published using the Graduate School's online process.

Generally, the agenda for the dissertation defense follows a similar format as the proposal defense. Candidates provide a brief presentation of their research studies from the theoretical contributions through design, data collection, analysis and results with a discussion of implications for research and practice. Members of the Doctoral Advising Committee as well as other attendees may question the candidate about any aspect of the study.

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

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

Information about dissertation manuscript submission process is available on the Graduate School's website.

Appendix A: Educational Leadership Program Process and Non-Course Requirements

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

Admission to Ph.D. in Educational Leadership & Clemson's Graduate School

- Use the Clemson Graduate School Online Application
- Include additional EDL Program Admissions Requirements
- Review Clemson University Financial Support and Tuition Information:
- Consult with a Ph.D. faculty member in chosen concentration
- Review Course Work and Clemson's General Guidelines and Regulations. See the Clemson Graduate School Catalogue and Graduate School Handbook for the following:
    - Registration for Courses, The Grading System, Required GPA and Scholastic, Probation, Independent Study, and Student Academic Responsibilities
- Meet with assigned Mentor

Preparation for Preliminary Dissertation Advisory Committee (DAC) Meeting

- Select of Doctoral Advisory Committee and Chair (Major Advisor) and at least two other members of the committee
- Complete the Reflexive Self-Assessment
- Complete the initial Program of Study Plan (Filing of GS2 Form (Committee and Program of Study (POS))
- Schedule meeting with the DAC to review the Reflexive Self-Assessment, POS, and Research interests *(DAC Meeting 1)*

EDL Ph.D. Program of Study

- See Program of Study section in this handbook

Preparation for the Comprehensive Examination

- Meet with Advisor to solidify a plan for comprehensive exams
- Prepare a comprehensive exam proposal
- Schedule meeting with the DAC to defend the comprehensive exam proposal *(DAC Meeting 2)*
- Confirmation of Doctoral Advisory Committee membership and audit of GS2 courses
- Complete Comprehensive Examination
- Complete the Reflexive Self-Assessment
- Schedule meeting with the DAC to defend the comprehensive exam and complete the GS-5D Form *(DAC Meeting 3)*

Preparation for Dissertation Research and Writing

- Complete the Dissertation Proposal Writing course (EDL 9880)
- Register for EDL 9910 Doctoral Dissertation Research as necessary (18 hours required)
- Prepare the dissertation proposal and IRB application (to be given to Advisor with proposal)
- Schedule meeting with the DAC to defend the dissertation proposal *(DAC Meeting 4)*
- Receipt of Institutional Review Board Approval
- Conduct dissertation research and write the dissertation
- Complete the Reflexive Self-Assessment
- The Final Timeline – See Clemson Graduate School Deadlines

Dissertation Defense

- Schedule meeting with the DAC to defend the dissertation *(DAC Meeting 5)*
- File Announcement for the Dissertation Defense once date is set
- Dissertation Defense and discussion with DAC about future publications and careers
- Upon successful defense, file graduation application (iRoar) & GS-7D (forms are not considered complete until Committee indicates successful completion of the Dissertation Defense)
- Complete revisions and edits to the dissertation and submit to Clemson Copy
- Participate in Hooding Ceremony and other celebratory events!

Appendix B: Ph.D. in Educational Leadership P-12 Concentration Options

Building Level Certification Option SC[1] Elementary OR[2] Secondary School Principal/Supervisor	**District Level Certification Option** SC Superintendent Certification	**Building & District Level Certifications [3] Option** SC Elem or Sec Principal/Supervisor Plus SC Superintendent	**Non-certification**
• EDLL 8000: Intro. to School Leadership • EDLL 8200: School Personnel Development • EDLL 8250: Law & Ethics for School Leaders • EDLL 8300: Instructional Leadership I • EDLL 8400: Instructional Leadership II • EDLL 8450: Resource Man't for School Leaders • EDLL 8500 & EDLL 8510: Elem Intern.[4] ***OR*** • EDLL 8550 & EDLL 8560: Sec Intern.[4]	▪ EDL 8100: School Facilities Planning ▪ EDL 8150: The Superintendency ▪ EDL 8200: Politics of Education ▪ EDL 8300: Finance in School Systems ▪ EDL 8500: District Internship I[4] ▪ EDL 8510: District Internship II[4] ▪ EDL 9250: Instructional Leadership	• EDLL 8000: Intro. to School Leadership • EDLL 8200: School Personnel Development • EDLL 8250: Law & Ethics for School Leaders • EDLL 8400: Instructional Leadership II • EDLL 8500 & EDLL 8510: Elem Intern.[4] ***OR*** • EDLL 8550 & EDLL 8560: Sec Intern.[4] ▪ EDL 8150: The Superintendency ▪ EDL 8200: Politics of Education ▪ EDL 8300: Finance in School Systems ▪ EDL 8500: District Internship I[4] ▪ EDL 8510: District Internship II[4] ▪ EDL 9250: Instructional Leadership	Combination of any certification courses plus other options, such as: • EDL 8850: Selected Topics • EDL 9150: Educational Planning • EDL 9720: Ethics in Ed. Leader
Total Credits = 24[5]	**Total Credits=21**	**Total Credits=36**	**Total Credits = minimum of 18**

[1] The courses listed meet SC Department of Education requirements for approved programs at the building level and the program meets CAEP/ELCC National Recognition for an accredited program.
[2] Candidates must have both teacher certification and 3 years of teaching experience at the level of principal/supervisor certification sought. For example, to be eligible for SC Elementary Principal/Supervisor certification, the candidate must have a valid SC Elementary Teacher Certificate and three years of teaching in one or more the of elementary grades, 1 through 5.
[3] For final approval of the superintendent's certification, the state of SC requires not only holding the principal certificate, but also completion of two years of employment in a position utilizing that certificate as prerequisites. Therefore, completion of coursework satisfies only a portion of the requirements for district superintendent under SC statutes and regulations.
[4] Note: Certification internships do not substitute for the required Research Internship (EDL 9860) nor vice versa.
[5] To meet SC certification requirements, some concentration options must exceed the degree minimum of 18 credits.

Appendix C: Required Forms for Doctoral Students/Candidates

Form	Description	Location	Notes
GS2	Committee Selection and Plan of Study (two part form)	iROAR	Students should submit their GS2 no later than the beginning of their fourth semester of study following matriculation.
GS5D	Results of the doctoral degree comprehensive examination	GS website	The chair of the advisory committee should submit the GS5D to the Office of Enrolled Student Services within three weeks of the examination.
Announcement of Dissertation Proposal	Student provides dissertation information to CoE Student Services for announcement to faculty, staff and doctoral students	CoE website	Students should submit this form no less than 10 days prior to their proposal.
Thesis/Dissertation Research Approval ***** new requirement***	Advisory committee's approval of student's dissertation research proposal	GS website	Students are expected to bring a copy of this form to their scheduled proposal defense. Upon committee approval (minor changes notwithstanding) the form is to be completed by the advisory committee and submitted to the Graduate School. If additional changes are expected before commencing with the research, those may be included on the form and/or as an attachment. Unsuccessful proposal defenses (e.g., significant changes required) necessitate another proposal defense to be scheduled. The form is not to be submitted until a successful proposal defense (as determined by the advisory committee) has been verified. If the proposal process is commensurate with the requirements for the comprehensive exam, this form should be submitted concurrently with the GS5D form.
Announcement of Dissertation Defense	Student provides dissertation information to CoE Student Services for announcement to faculty, staff and doctoral students	CoE website	Students should submit this form no less than 10 days prior to their defense.
Defense Schedule Notice	Official notification to the Graduate School of student's defense/Defense posted to Graduate School defense calendar	GSwebsite	Students should submit this form no less than 10 days prior to their defense.
GS7D	Dissertation Defense and Approval Form	GS website	Committee must complete and return to the Office of Enrolled Student Services. The committee should not sign this form until the manuscript is responsive to all committee members' concerns and recommendations.