Clemson University
College of Education

Department of Education and Organizational Leadership Development

Master’s of Education and Education Specialist Degrees in Leadership Development
Program Handbook

Revised September, 2016
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INTRODUCTION

Welcome/Purpose of this Handbook
Welcome to the Department of Educational and Organizational Leadership Development (EOLD) at Clemson University. We wish you success at every stage of your academic journey.

This handbook is intended to familiarize you, as a graduate candidate\(^1\) in EOLD, with the requirements, policies and procedures involved throughout your graduate experience. The rules and regulations provided herein govern our academic programs and describe the duties and responsibilities of graduate candidates in the department. These rules and regulations, developed through the years and in conjunction with the Graduate School, have proven to be beneficial for both candidates and faculty in the department. In addition, this handbook provides useful information and resources to ease and enhance your experience in the program. Each candidate is expected to be familiar with the contents of this handbook.

The rules and requirements presented herein are in addition to and subordinate to those described in the Graduate School Announcements, which you can find at www.registrar.clemson.edu/html/catalogGrad.htm or through the Graduate School office in E-108 Martin Hall. Any inconsistencies within this handbook or between this handbook and the Graduate School Announcements should be brought to the attention of the program coordinator.

Contact Information
Program Coordinator: Dr. Frederick Buskey
bbuskey@clemson.edu
416 Tillman Hall
864-656-1498

The program coordinator orchestrates recruiting activities for the program and makes recommendations regarding graduate admissions offers. The program coordinator also oversees the regulations and procedures of the program and interacts with the Graduate School on matters such as candidate status, assistantships and fellowships.

The Department of Educational and Organizational Leadership Development (EOLD) is served by two departmental Administrative Assistants:

Ms. Sally Glenn
sallyg@clemson.edu
330 Tillman Hall
864-656-4777

Ms. Teresa Kelley
tkelley@clemson.edu
312 Tillman Hall
864-656-3484

\(^1\) Please note, as students in EOLD are generally seeking certification as a building-level or district-level supervisor, we use the word “candidate” throughout this document to refer to all students enrolled in our programs, whether they are seeking certification or not.
Overview of Programs

Department Mission
At Clemson, we strive to prepare reflective educational leaders who are grounded in the literature. This guiding principle serves as the foundation for building level and district level leadership preparation. Upon program completion, we hope that candidates are caring, capable leaders who have the dispositions necessary to change educational settings to meet the learning needs of all children.

Master’s in Educational Administration and Supervision (MEd.)

The MEd at Clemson University is a 36 credit hour program designed to lead to certification in South Carolina as a building level leader. According to state regulation, there are two levels of certification that candidates may obtain as a result of program completion: Elementary Principal/Supervisor (grades K-8) or Secondary Principal/Supervisor (grades 6-12). The level of administrative certification that candidates may earn is contingent upon their current teaching certification and the level of the school where they completed their certification. Middle school certified teachers choose either PK-8, or 7-12. Candidates are only eligible to obtain building level certification after successfully completing 3 years of successful teaching experience. For more information on requirements for licensure, please see the South Carolina Educator Licensure Manual.

Education Specialist in Educational Administration and Supervision (EdS)

The Educational Specialist degree has two paths, building and district level administration. This section addresses requirements for building level administration and supervision.

The EdS. at Clemson University is a 30 credit hour program designed to lead to building level certification as a principal in South Carolina. According to state regulation, there are two levels of building level certification that candidates may obtain as a result of program completion: Elementary Principal (grades PK-8) or Secondary Principal (grades 7-12). The level of administrative certification that candidates may earn is contingent upon their current teaching certification. Candidates are only eligible to obtain building level certification after successfully completing 3 years of successful teaching experience.

District Level Administration and Supervision
The EdS at Clemson University is a 30 credit hour program designed to lead to district level leader certification in South Carolina as a superintendent. Candidates are only eligible for district level leadership after 3 years of successful leadership experience.

A complete listing of faculty and staff can be found at http://www.clemson.edu/hehd/departments/education/faculty-staff/index.html.
EdS en route to the PhD:
Doctoral students in the Educational Leadership (EDL) program who do not have an EdS in Administration and Supervision from Clemson University may apply to receive the EdS en route to the PhD. This also means that EdS candidates may apply for the PhD program and, if accepted, count most of their EdS program hours towards the doctorate as long as the candidate enters the doctoral program prior to completing the EdS. The following conditions apply:

1. The student must have satisfied the approved program of study for the Educational Specialist degree, which leads to either building-level or district-level leadership certification. This includes passing the building-level or district-level leadership certification comprehensive exam or completing EDL 735 in the building-level program.
2. The student must be in good academic standing (GPA > 3.0).
3. The degree may be awarded after completion of the doctoral comprehensive exam, unless the student decides to abandon plans of earning the doctoral degree.
4. Should the student decide to abandon plans to earn the doctoral degree and the EdS degree is awarded, the credits applied toward the EdS can no longer be applied to the doctoral credit requirements.

To obtain the EdS en route, please meet with your advisor to verify that you have completed the necessary coursework that will lead to certification and then submit a GS-14 to the graduate school. After you are awarded the EdS, you will remain enrolled as a doctoral student.

Faculty
Our faculty includes both nationally recognized scholars and former practitioners in the public schools. Faculty members have expertise in instructional leadership, the law, education finance, state accountability policy, curriculum development, assessment, school & community relations, the politics of education, school leadership, and organizational theory and change. Faculty members bring these areas of expertise to each class and attempt to craft meaningful learning experiences that are applicable to the everyday practice of school leadership.

Faculty interests, vitas, and contact information may be found here.

ENTERING THE PROGRAM

Admission Requirements
In order to gain admission, candidates must complete an application for admission on the Clemson University graduate school web site (http://www.grad.clemson.edu/Admission.php). The following are REQUIRED elements of the application:

- A completed Clemson University Graduate School application.
- An official transcript from your undergraduate institution(s).
- An official transcript from your graduate institution (EdS only).
- The GRE exam (scores must be no more than 5 years old).
• A statement of interest in the program. Please tell us why you want to pursue a career in educational leadership and also tell us why Clemson may be the right fit to help you reach your career goals.
• Three letters of reference.

Admission Procedures and Deadlines
Upon receipt of all admission materials, the Graduate School will forward your application to the program coordinator. Please note that applications and application materials are sent to the Graduate School, not the department, and that the Graduate School does not submit application packages to the department for review until they are complete. Further, the department is unable to answer questions about incomplete or pending applications. All questions regarding application status should be directed to the Graduate School and can be checked electronically at http://www.grad.clemson.edu/admission/StatusCheckUS.php.

We admit students each semester, though students admitted off-cycle (not with a cohort) will need to have modified schedules. Admission deadlines are:
• April 10th for the summer semester
• June 10th for the fall semester
• November 10th for the spring semester

Typical Cohort Cycles:
• Greenville: Every year, summer start
• WPEC: Every three years, fall start
• Pickens, Oconee, Anderson (1, 2, 4, 5): Every three years, spring start

Advising
Upon admission to the program, the candidate will be assigned an advisor. The candidate will consult with the advisor and complete the GS2 plan of study (http://www.clemson.edu/graduate/students/forms.html).

Plan of study (GS2)
You must file a graduate degree curriculum (form GS2) with the Graduate School no later than the last day of classes of the term before the term in which you plan to graduate. The GS2 represents the formulation of an individual candidate’s curriculum as approved by your Advisory Committee. It must adhere to Graduate School as well as departmental policies. Courses in excess of those required for the degree should not be listed on the GS2. Any questions concerning undergraduate deficiencies, transfer of graduate credit from other institutions, special program requirements, etc., should be resolved before the GS2 is submitted.

Advisory Committee approval of your plan of study is indicated by their signatures on the GS2. The form must also be approved by the major department chair, the minor department chair (if applicable), and the deans of the college and Graduate School. The
form is available on the Graduate School’s website at www.grad.clemson.edu/forms/GeneralForms.php.

You must complete any class 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 approvals; similarly, it is occasionally necessary to change committee membership. In either case, you must submit a revised GS2.

**Transfer credits**
Candidates with graduate credit earned at another institution, in another department at Clemson University, or earned before admission to this program that is not tied to another degree may request that their course credits be transferred to the MEd or EdS. Candidates must make requests in writing for each course or credited activity to be transferred. Each request must be accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Grades earned for courses taken at institutions other than Clemson University will not be included in the candidate’s academic average. All transfer credits must be verified by an official transcript from the institution at which the work was completed. Requests to transfer credit to the program must be approved by the candidate’s advisory committee and approved by the program coordinator, the department chair and the dean of the Graduate School. Requests for transfer credit should be made within the first semester of enrollment in the program. An updated GS2 (http://www.clemson.edu/graduate/students/forms.html) then needs to be completed. It is the candidate’s responsibility to request a transcript of transfer credits be sent directly to the Graduate School.

The number of credit hours that may be transferred from an accredited institution will not be greater than one-third of the graded course work required for a master's degree. No more than 12 semester credit hours earned in a non-degree status at Clemson University can be applied to a degree program.

Transfer credit will not be awarded for research, internships, courses graded pass/fail, or course work in which candidates received a grade lower than a B or its equivalent. No credit will be given for continuing education units, correspondence, extension or in-service courses or for concentrated courses and workshops that award credits at a rate exceeding one credit per week. Course work completed outside the six-year time limit may not be transferred to Clemson University or validated for graduate credit. See the Graduate School Announcements for more information regarding transfer credits (www.registrar.clemson.edu/html/catalogGrad.htm).

**Duplication of degrees**
The holder of a master’s degree in a given field, received at another institution, may not become a candidate for another master’s degree in the same field at Clemson.
South Carolina residency
Many candidates are interested in establishing residency in South Carolina for the purpose of paying in-state tuition. The South Carolina residency laws call for you to establish legal ties with the state; you must generally wait one year before establishing legal ties. Thus, you should take steps near the beginning of your program to initiate the process of becoming a South Carolina resident.

The legislation defining residency sets forth a fairly strict set of criteria for the administrative approval of residency requests. The Office of Residency Classification handles all the information regarding domicile requirements for residency status. Due to the frequency of changes implemented by the state legislature in past years, those criteria are not elaborated here. If you are interested in establishing South Carolina residency, review the up-to-date information at http://www.clemson.edu/financial-aid/residency/index.html. Questions should be addressed to the Office of Residency Classification (G-01 Sikes Hall, (864) 656-2281).

English language proficiency
International candidates whose native language is not English are required to submit a satisfactory score on the Test of English as a Foreign Language (TOEFL). International candidates who are applying for a graduate assistantship are encouraged to submit scores from the Test of Written English (TWE), which is administered simultaneously with the TOEFL at most locations.

If you are a non-native English speaker and your graduate advisor feels you should improve your English skills, you must complete English 111: English as a Second Language.

Computer proficiency
EOLD has no formal requirements for computer literacy or competency. However, each graduate candidate is expected to be proficient in the use of digital computers. Use of computers and competency in various software programs will be necessary in many graduate courses and, in most cases, in both your teaching and research, and it is expected that you will acquire whatever skills are needed to use these resources as they are required. Workshops provided by the Clemson Division of Computing and Information Technology (DCIT) are periodically made available to help candidates who need help to gain this competency.

A number of courses in the program will use hybrid formats consisting of both face-to-face and online components. Some courses require the use of a laptop computer during class sessions. Candidates must have access to such a device during the program. At a minimum, you should be comfortable using the basic functions of the following software programs:

- Multiple web browsers
- Microsoft Word, etc.
- PDF readers
Costs
For current tuition and fees, see www.grad.clemson.edu/Financial.php.

Graduate assistants may choose to defer tuition and fees. This choice is made on the
day of registration. Persons in the fee assessment area will have a list of all graduate
assistants. Anyone listed may sign a note to defer these costs and these costs will be
deducted from the first six full paychecks of the semester.

For more information about academic costs, financial aid and making payments, contact
the Office of Student Financial Aid (G-01 Sikes Hall, (864) 656-2280) or the Bursar’s
Office (G-08 Sikes Hall, (864) 656-2321). Please note, program faculty are not qualified
to answer questions about academic costs, tuition payment, and financial aid.

Financial Assistance
To be considered for financial assistance beginning in the fall semester, you should
submit your application no later than February 15; submit by October 1 for spring
semester admission. Applications received after those dates may be considered for
financial assistance depending on the availability of funds.

Financial assistance is awarded based on availability of funds in the area of desired
study and academic merit. If you change your subject area after support has been
extended, support eligibility is reviewed and funding may or may not be provided.

Graduate candidates are eligible for financial assistance if they are (1) enrolled in full-
time graduate studies, (2) in good academic standing (i.e., not on probation), and (3)
making satisfactory progress toward their degree. Tuition and fees for candidates
receiving support are a reduced flat fee. To receive the reduced tuition and fees for a
particular semester, a qualified candidate must be on the department payroll by end of
the second week of that semester.

CU Student ID, Username and Tiger 1 Card

CUID
When you are accepted into the Graduate School, you will be issued a unique student
identification number as part of your admissions acceptance packet. Your student ID is
a 9-digit number you will use on forms and other official University business. It is often
referred to as your “CUID”.

Username
Also upon acceptance, you will be assigned a Clemson University computer user
identification. This is a permanent, unique-to-you identifier that you will use every time
you access the Clemson computer network. You may see or hear it referred to as your
“username” or “USERID.” Your username is a 4-8 character identification that generally
consists of some part of your first and/or last name and designates your official
Clemson University email address (for example, Jones2@clemson.edu, where “Jones2” is the username). Your username gives you access to University systems such as Webmail, MyCLE/Blackboard, the Student Information System (SISWeb) and the online Web Registration. You may also need to use your student username to access department-specific networks and files. For more detailed information, please see http://www.clemson.edu/ccit/email_accounts/accounts/incomingstudents.html.

Tiger 1 Card
Soon after you arrive, you will want to obtain your Tiger 1 Card. This is your official Clemson University photo ID card and gives you access to a variety of services throughout campus and around town, including:

- Library card
- Fike Recreation Center access card
- Athletic ticket privilege access
- Purchase discounted software through DCIT
- Personal debit card to access pre-deposited funds in a TigerStripe account (see http://www.clemson.edu/campus-life/campus-services/tiger1/tigerstripe/ for more information).

You must be registered for at least one class during the current semester to qualify for a Tiger 1 Card. Bring a photo ID (driver's license, state-issued ID card or passport) to the Tiger 1 Card office located in the lobby of Fike Recreation Center. There is no charge for your first ID card. Always remember to carry your Tiger 1 Card with you at all times. See http://www.clemson.edu/campus-life/campus-services/tigerone/ for more information.

Registration
Prior to registration for your first semester of study, you must report to your assigned advisor or the program coordinator. He/she will help you plan your initial program of study and identify a suitable major advisor.

Registration is conducted entirely online via TigerWeb. The Office of Registration Services provides a wealth of information that you may refer to regarding the steps to be taken in the registration process, including a demo of the online system at tigerwebdemo.clemson.edu/. See the Registration Services website at www.registrar.clemson.edu/portal/. If you have any further questions, please contact the program coordinator [or the Student Services Coordinator].

Any student pursuing any phase of a graduate program must be registered. See “Maximum/minimum credit loads” under Assistantships/Financial Support for enrollment limits.
GETTING THROUGH THE PROGRAM

Student Responsibilities
Candidates are responsible to adhere to all policies contained in the Clemson University graduate announcements and to conduct themselves in a professional manner. Nearly all candidates in this program study part time. We recognize that this can and does cause conflicts with on campus meetings during the business day. Candidates are encouraged to make use of all email to contact their professors and to regularly monitor the Clemson Graduate School website as well as the program website for upcoming deadlines. At the beginning of the program, candidates are required to contact their advisor and to complete the GS-2..

GS2
Upon admission to the program, you will receive a tentative schedule of the courses you will complete and when they are offered. After receiving the schedule, complete the GS2 (http://www.clemson.edu/graduate/students/forms.html) and submit it according to the website directions. Requests for transfer credit should be made at the time you submit the GS2. The GS2 must be submitted during your first semester of enrollment in the program but may be revised at a later date. You should also use the certification worksheet found at the end of this document to help you plan your course of study.

Registration
Each semester prior to registration you will receive a list of courses that you are to register for. This list contains the CRN for each course. It is important to use the CRN and not the course title as some courses have multiple sections and different sections are meant for different students. The list of courses is designed for the cohort you are working with. In some cases, your actual needs may differ from the list. For example, if you transferred in credit for a course, you won’t need to take that course. If your GS2 and the list of courses do not align, or if you have any questions, please contact your advisor. The list of courses for fall semesters is generally released in early March. Registration for spring and summer semesters is open in late October.

Specific directions for registration can be found at http://www.registrar.clemson.edu/html/regInstr.htm. In certain cases the system may not allow you to register for a course. In such cases, please note any reason given and contact the program coordinator via email. You may also contact the Registrar (http://www.registrar.clemson.edu/html/addressReg.htm).

Any candidate pursuing any phase of a graduate program must be registered. See “Maximum/minimum credit loads” under Assistantships/Financial Support for enrollment

Degree and Licensure Requirements

Requirements for the Master’s Degree
The program of study includes 36 credit hours. A typical program of study includes the following 12 classes:

<table>
<thead>
<tr>
<th>Clemson University MEd in Administration &amp; Supervision</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Principal/Supervisor (K-8)</strong></td>
<td><strong>Secondary Principal/Supervisor (7-12)</strong></td>
</tr>
<tr>
<td>EDL 7000 Intro to Public School Admin</td>
<td>EDL 7000 Intro to Public School Admin</td>
</tr>
<tr>
<td>EDL 7050 The Principalship OR EDL 7100 Org Theory for School Admin</td>
<td>EDL 7050 The Principalship OR EDL 7100 Org Theory for School Admin</td>
</tr>
<tr>
<td>EDL 7200 Human Resources Management</td>
<td>EDL 7200 Human Resources Management</td>
</tr>
<tr>
<td>EDL 7250 School Law</td>
<td>EDL 7250 School Law</td>
</tr>
<tr>
<td>EDL 7150 School &amp; Community Relations</td>
<td>EDL 7150 School &amp; Community Relations</td>
</tr>
<tr>
<td>EDL 7300 Supervision of Instruction</td>
<td>EDL 7300 Supervision of Instruction</td>
</tr>
<tr>
<td>EDL 7400 Curriculum Improvement Admin</td>
<td>EDL 7400 Curriculum Improvement Admin</td>
</tr>
<tr>
<td>EDL 8390 Research in Ed. Leadership</td>
<td>EDL 8390 Research in Ed. Leadership</td>
</tr>
<tr>
<td>EDL 7450 School Finance</td>
<td>EDL 7450 School Finance</td>
</tr>
<tr>
<td>EDL 7500 Elem Building Internship I</td>
<td>EDL 7550 Sec Building Internship I</td>
</tr>
<tr>
<td>EDL 7350 Program Evaluation</td>
<td>EDL 7350 Program Evaluation</td>
</tr>
<tr>
<td>EDL 7510 Elem Building Internship II</td>
<td>EDL 7560 Sec Building Internship II</td>
</tr>
</tbody>
</table>

Please see a current copy of the courses of instruction in the graduate school announcements (http://www.registrar.clemson.edu/html/catalogGrad.htm).

The MEd. in Administration and Supervision at Clemson University is standards-based, nationally recognized by NCATE and approved by the state of South Carolina. All 12 courses in the program are grounded in the six ELCC standards: Visionary Leadership, Instructional Leadership, Organizational Leadership, Collaborative Leadership, Ethical Leadership, and Advocacy Leadership (http://www.npbea.org/ncate.php). The program contains required assessments that measure both candidate content knowledge and professional skills knowledge. In addition, required assessments measure the impact on candidate learning. These required assessments are often embedded in program coursework. A current listing of required program assessments can be found in Appendix B.

All candidates must take the Praxis building level leadership comprehensive exam (https://www.ets.org/sls/about/) in order to earn licensure. It is strongly suggested that candidates take this exam during the last two semesters of their program.

**Requirements for the Educational Specialist’s Degree**

The program of study includes 30 credit hours. A typical program of study may include the following 10 courses:
Clemson University EdS in Administration & Supervision

<table>
<thead>
<tr>
<th>Building Level Leadership</th>
<th>District Level Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7000 Intro to Public School Admin</td>
<td>EDL 8150 The Superintendency*</td>
</tr>
<tr>
<td>EDL 7200 Human Resources Management</td>
<td>EDL 9250 Instructional Leadership*</td>
</tr>
<tr>
<td>EDL 7250 School Law</td>
<td>EDL 9720 Ethics in Ed. Leadership*</td>
</tr>
<tr>
<td>EDL 7150 School &amp; Community Relations</td>
<td>EDL 9500 Education Policy Studies* or</td>
</tr>
<tr>
<td></td>
<td>EDL 8200 Politics of Education</td>
</tr>
<tr>
<td>EDL 7300 Supervision of Instruction</td>
<td>EDL 8300 Business Management in Education*</td>
</tr>
<tr>
<td>EDL 7400 Curriculum Improvement Admin</td>
<td>EDL 850 District Internship I*</td>
</tr>
<tr>
<td>EDL 7450 School Finance</td>
<td>EDL 851 District Internship II*</td>
</tr>
<tr>
<td>EDL 7500/7550 Building Internship I</td>
<td>As approved by advisor</td>
</tr>
<tr>
<td>EDL 7350 Program Evaluation</td>
<td>As approved by advisor</td>
</tr>
<tr>
<td>EDL 7510/7560 Building Internship II</td>
<td>As approved by advisor</td>
</tr>
</tbody>
</table>

*required courses for district licensure as part of the PhD

Please see a current copy of the courses of instruction in the graduate school announcements (http://www.registrar.clemson.edu/html/catalogGrad.htm).

The EdS in Educational Leadership at Clemson is Nationally Recognized by NCATE and approved by the state of South Carolina. All 12 courses in the program are grounded in the six ELCC standards: Visionary Leadership, Instructional Leadership, Organizational Leadership, Collaborative Leadership, Ethical Leadership, and Advocacy Leadership (http://www.npbea.org/ncate.php). The program contains required assessments that measure both candidate content knowledge and professional skills knowledge. In addition, required assessments measure the impact on candidate learning. These required assessments are often embedded in program coursework. A current listing of required program assessments can be found in Appendix B.

All candidates must take the Praxis building level leadership comprehensive exam (https://www.ets.org/sls/about/) in order to earn licensure. It is strongly suggested that candidates take this exam during the last two semesters of their program.

When registering for PRAXIS tests, candidates must request that scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108). When registering a candidate must enter his/her correct social security number and Clemson record first and last name. If an incorrect social security number is entered or omitted on the registration form, scores will not be sent to the South Carolina State Department of Education.

If for some reason score reports are not sent to Clemson University by ETS, the candidate must contact ETS and request that scores be sent to Clemson. Clemson University’s Office of Field Experiences will not process and sign off on licensure until the candidate has requested that ETS send scores to Clemson, scores have been received by Clemson, and scores have been uploaded into Clemson’s student database.
Dual (Elementary and Secondary) Building Level Licensure

Students’ eligibility for licensure recommendation is determined by the level of their teaching certificates. The table below shows the administrative licenses available based on the level of teaching license:

<table>
<thead>
<tr>
<th>Level</th>
<th>Elementary Administration License</th>
<th>High School Administration License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Elementary (K-6)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Middle School (5-9)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Secondary (7-12)</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>All Grades (K-12)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Requirements for dual licensure
Current Clemson students or Graduates of a Clemson building licensure program who meet the teaching licensure requirements for dual licensure (as per state policy) must complete the normal 200 hour of internship experiences in their primary setting (EDL 7500/7510 or 7550/7560). In addition, they must complete the two internships (EDL 7500/7510 or 7550/7560) focusing on the other level of licensure that they are seeking.

Program Length
Typically, it takes two years to complete the program. Nearly all of our candidates are full time employees in the public schools of South Carolina. They typically enroll in 6 credit hours (2 courses) per semester including the summer sessions. Courses during the fall and spring semesters meet one night per week for 2 hours and 45 minutes each in the evenings. Courses during the summer terms meet multiple days each week for either four, six, or eight weeks. The summer session courses meet once a week in the evening until the end of the P-12 school year, at which point the courses meet twice a week during the day.

Final Examination(s)

Master’s and Education Specialist for Building level Licensure

Candidates for the Master’s of Education or the Education Specialist degree must pass a final examination at least three weeks prior to the date of the convocation at which the degree is to be conferred. For most candidates, the comprehensive exam will be administered at the end of the program.

Education Specialist for District Level Licensure
Candidates for an education specialist degree with district level licensure must pass a final examination at least three weeks prior to the date of the convocation at which the degree is to be conferred. The final date for this examination is established each
semester by the Graduate School. The examination is conducted by your Advisory Committee, but all faculty members are invited to participate. For most candidates, the comprehensive exam will be administered at the end of the second internship.

**Expectations**
You will be expected to have an in-depth knowledge in your selected research area. In addition, you are also expected to be ready to answer all pertinent questions in the area based on the courses taken at the time of the examination that the panel deems relevant to the area of the proposed area of research. You must also be able to critique/defend approaches and methodologies you used and others cited in the literature.

**Timing**
You must complete your final examination(s) at least three weeks prior to graduation. We recommend that you set the schedule for the exam(s) with your Advisory Committee as early in your final semester as possible, to ensure their availability and your completion of the requirement.

**Application for Diploma**
You must submit a formal application for a diploma to the Graduate School. You must complete this form online in the first four weeks of the semester in which you intend to graduate. Early submission is not accepted (e.g., do not complete the form in January if you do not plan to graduate until August or December, only if you plan to graduate in May). If you miss the deadline, you must contact Enrolled Services to receive a hard-copy version of the application; late fees will accrue at $25 the first day after the deadline and an additional $5 each business day thereafter to a maximum of $125. If you submit the form and, for some reason, do not graduate in that semester, you must re-submit in each term in which you hope to graduate thereafter.

If your name in the student database is not as you want it to appear on your diploma (due to marriage, etc.), you must contact Enrolled Services prior to submitting the Diploma Application form online. Any degree/major changes via form GS2 must also be processed before you submit the Diploma Application.

There is no fee to receive a diploma if you attend the graduation ceremony or agree to pick up your diploma in the Enrolled Services office in Sikes Hall. There is a $10 fee assessed if you request that your diploma be mailed to you.

For more information, contact Enrolled Services at (864) 656-5339, if your last name begins with A-L, or (864) 656-5341 if your last name begins with M-Z.

If you choose to participate in graduation ceremonies, you should make arrangements for cap and gown purchase (or rental, if preferred, for PhD gowns) at this same time. See the Clemson University Bookstore’s website at [http://www.clemson.edu/campus-life/campus-services/book-store/graduationitems.html](http://www.clemson.edu/campus-life/campus-services/book-store/graduationitems.html) for deadlines and more information.
Final Check-Out/Exit Interview
When you leave the University due to graduation or any other reason, you must do the following pertaining to the department:

- Return all borrowed materials (books, journals, etc.) to their appropriate location.
- Inform the program coordinator that you are leaving and have complied with all regulations, and schedule an exit interview.
- Complete the departmental Graduate Student Final Check-Out Form. A sample form may be found in Appendix {id}. Copies may be obtained from the Student Services Secretary. No candidate will be cleared with the Graduate School until the check-out form has been completed.

Certification and Program Completion
Please read the process description closely and contact the Program Coordinator if you have any questions. Errors at any step in the process will delay your licensure.

   a. You may take this test anytime; we suggest you take it some time during your final two semesters.
   b. Clemson University requires that the scores be sent directly from ETS. Please make sure to request an electronic score report be sent to Clemson when you register for the test. Alternatively, you may make a request to ETS later. Be aware that this second option may delay your licensure.
   c. The Praxis II test is a South Carolina licensure requirement. The same examination is required for building level and district level leadership.

1. Complete all of your coursework.
2. Complete the top portion (and only the top portion) of the South Carolina College Recommendation Form.
   ![](image)

3. Submit the form as a pdf file via an email to the Program Coordinator. In the body of the email, include a written request for licensure. Include the level or license (elementary or secondary) that you are requesting. The level must be the same level as your completed internship.
4. Submit a Change of Action form to the state department of education.
5. Submit an official copy of your Clemson transcript to the state department of education.

Academic Requirements

Maintaining academic standing
A graduate candidate must maintain a minimum overall average of B (3.0) for all courses taken. If at any time you fail to satisfy this requirement, you will be automatically placed on probation for one semester during which time you will not be eligible for financial aid/assistantship. You are permitted only one probationary semester during the entire course of your graduate program. In addition, a failing grade (F) in a course in your major area may be cause for dismissal regardless of your overall average.

If you are admitted conditionally, you will be required to receive a grade of B or better in all graduate coursework. If you receive a grade of C or below, you will be dismissed from the program. Other conditions may apply to conditionally-admitted candidates on a case-by-case basis.

The awarding of an advanced degree does not merely attest to completion of academic requirements in courses, seminars and research activities, but also to the acquisition of acceptable professional standards, including standards of ethics (see the Graduate School’s Academic Integrity Policy and (professional association ethical principles). Violations of professional standards may result in disciplinary action, including dismissal from the program.

Maximum enrollment
Upper limits on graduate candidate enrollment per semester refer to graduate and undergraduate credits combined and should be attempted only by the most qualified candidates. Should the six-week and three-week sessions run concurrently, the total credits are not permitted to exceed the upper limit for the six-week session. Graduate candidates paid solely on an hourly basis are not classified as graduate assistants but are subject to the same limitation in credit loads.

<table>
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<tr>
<th>Student Category</th>
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<th>6-Week Session</th>
<th>3-Week Session</th>
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<tr>
<td>1/4-time Graduate Assistants</td>
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<td>3</td>
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<tr>
<td>1/2-time Graduate Assistants</td>
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<td>6</td>
<td>3</td>
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<tr>
<td>3/4-time Graduate Assistants</td>
<td>12</td>
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<td>3</td>
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<tr>
<td>Persons employed full time</td>
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<td>6</td>
<td>3</td>
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</table>

Quarter-time, half-time and three-quarter-time graduate assistants are defined as those who contribute an average of 10, 20 and 30 clock hours per week, respectively, of service to the University for the entire semester. A person employed full time is defined as anyone employed five full working days per week regardless of the employer(s). A graduate candidate who becomes employed full time while the assistantship is in force must notify the Graduate School and the department providing the assistantship.
Incomplete coursework
A grade of Incomplete will be given only if you have not completed the course for some unavoidable reason that is acceptable to the instructor. Unless you complete the requirements for removal of the I grade within the time period stipulated by University policy, the Student Records Office will automatically change the I to an F. Extensions of the deadline for completing the course work are granted only in extreme circumstances. Candidates who have Incompletes cannot graduate, even if the incomplete courses are not part of your GS2 plan of study. Special courses that constitute multi-semester projects are exempt from this rule. Incomplete grades for those courses may be given until the project is complete.

Enrollment on a Pass/Fail basis
The only graduate courses that may be taken on a pass/fail basis are thesis and dissertation research and a small number of unstructured courses in which the pass/fail grading system appears in the course description.

Auditing courses
Permission for a candidate to audit a particular graduate course is at the discretion of the chair of the department, the coordinator of the program offering the course and/or the instructor. The principal factors involved in granting permission are that the auditor must possess the necessary academic background and space must be available.

Audited courses do not carry credit and the fact that a course has been audited is not noted on your official record. Graduate auditors are not required to stand tests or exams. However, the instructor, at his/her own discretion, may require the auditor’s participation in class to whatever extent deemed desirable.

You may not satisfy by audit a stated prerequisite for a graduate course. Additionally, you may not establish credit through examination in any course for which you were previously registered as an auditor.

Withdrawing from courses
As a graduate candidate in the Department of Educational Leadership, you will be permitted to drop courses in which you are enrolled only in exceptional cases and with the prior approval of the program coordinator, your Major Advisor and the course instructor. If you drop a course when you have an assistantship, and your course load drops below nine credit hours, your assistantship may be revoked for that semester. Deadlines for dropping and withdrawing from courses are on the academic calendar.

Repeating a course
Under some circumstances, graduate candidates may repeat courses in which they received an F. It is recommended that you repeat a course if you receive a C or less in any course required as a part of the degree program. If you repeat a course for which you received a grade of F, you do not receive additional credit. The grades from the two courses are both averaged into your cumulative GPA; the F is not dropped.
Continuous enrollment, leave of absence

Graduate candidates who do not maintain continuous enrollment are subject to the requirements in effect at the time you return. Only candidates who are enrolled are eligible to use University facilities and human resources. Note that you must meet minimum enrollment requirements to be eligible for financial aid (see Assistantships/Financial Support below).

To prevent the possibility of termination of financial support, you must request and be granted a leave of absence from the department. Your request must be approved by both the program coordinator and the department chair. Such leaves may be granted to candidates doing extended specialized training, field placements, or attending another university for specialized course work. Otherwise, a leave of absence will be granted only in exceptional cases. If you have an assistantship or fellowship and take a leave of absence, you are not guaranteed financial support upon your return, even if you did not use up all your support before your leave.

Candidates failing to enroll for a two-year period must apply to the Graduate School for readmission.

Withdrawing from the program/University

If for any reason you decide to withdraw from the program, inform your Major Advisor, then the program coordinator, who will inform you of the of the procedures to be followed to officially withdraw from the University. Failure to follow the procedures may result in your owing tuition and other fees to the University. This applies to both domestic and international candidates.

Academic Integrity

A university is a community of scholars dedicated to the free inquiry of knowledge and truth. It follows as a basic tenet that candidates will conduct themselves with integrity in academic pursuits. In instances where the academic standards may have been compromised, Clemson University has a responsibility to protect this process and to respond appropriately and expeditiously to charges of academic misconduct. Academic misconduct includes, but is not limited to, submission of fraudulent admission credentials, academic dishonesty, falsification of data in research, and plagiarism in theses, dissertations or other final projects.

Academic Integrity

Academic integrity is taken very seriously. The Med and EdS programs follow Clemson University’s policies for academic dishonesty and plagiarism. All candidates should take time to thoroughly review the applicable policies on the Graduate School website at www.grad.clemson.edu/policies/Appeals.php#misconduct and the Graduate School Announcements at www.registrar.clemson.edu/html/catalogGrad.htm. For more information about and examples of plagiarism visit www.plagiarism.org.
Process and Procedures

Department and Graduate School forms
You will be required to complete the following forms through the course of your studies. Up-to-date versions of the Graduate School forms are available at http://www.grad.clemson.edu/forms/.

<table>
<thead>
<tr>
<th>Form ID</th>
<th>Required By</th>
<th>Approximate Deadline*</th>
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<tr>
<td>GS2 – Plan of Study</td>
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<td>In the second semester after matriculation</td>
<td>Advisory Committee members, dean of college, dean of Graduate School</td>
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<td>GS5 – Admission to Doctoral Candidacy (for PhD candidates only)</td>
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<td>At least six months prior to graduation</td>
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<td>Diploma Application</td>
<td>Graduate School</td>
<td>Within first four weeks of semester in which you will graduate</td>
<td>Online submission — user ID required</td>
</tr>
<tr>
<td>GS7 – Final Comprehensive Exam and Thesis/Dissertation Approval Form</td>
<td>Graduate School</td>
<td>Two weeks prior to graduation</td>
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* See specific deadline dates for Graduate School forms at www.grad.clemson.edu/Deadlines.php.

Department/Program facilities
Typically, classes in the EdS In Administration & Supervision programs are offered both on the Clemson campus and at the University Center in Greenville. Based on interest, we can deliver these classes as cohorts through school districts across the state. Courses are offered in both face-to-face and hybrid formats at the discretion of the professor.

Ombudsman information and grievances process
The ombudsman is an independent, confidential resource that provides assistance to faculty, graduate candidates and post-doctoral candidates in resolving problems, complaints and conflicts when normal processes and procedures have not worked satisfactorily. The Ombudsman’s Office serves as a central information source on policies, procedures and regulations affecting faculty, graduate candidates and post-
The office refers individuals to persons able to resolve problems or handle appeals at the lowest possible level. Where appropriate, the ombudsman can facilitate and/or mediate communication between parties who find themselves in a dispute.

The ombudsman strives to ensure that faculty, graduate candidates and post-docs receive fair and equitable treatment within the University system. He provides an independent point of view in an informal and confidential environment. The ombudsman will not identify you or discuss your personal concerns with anyone without your permission. Private confidential meetings can be arranged at your convenience. All communications will be treated with strict confidentiality. The ombudsman works toward resolutions based on principles of fairness. He is neither an advocate for faculty, administration or candidates, nor an agent of the University, but is an advocate of fair processes.

The Office of the Ombudsman provides fair and impartial counseling to faculty members, graduate candidates and post-docs by: 1) addressing problems and concerns, and identifying and evaluating options to reach resolutions; 2) providing available resources within the University, particularly as to policies and procedures; 3) serving as a neutral party in conflict resolution; 4) opening lines of communication through mediation; and 5) recommending changes in University policies and procedures when necessary. The ombudsman assists in issues of harassment, academics, unfair or inequitable treatment, or any other University policy that you feel has been applied unfairly or erroneously.

Code of ethics
The ombudsman, as a designated neutral, has the responsibility of maintaining strict confidentiality concerning matters that are brought to his attention unless given permission to do otherwise. The only exceptions, at the sole discretion of the ombudsman, are where there appears to be imminent threat of serious harm. The ombudsman must take all reasonable steps to protect any records and files pertaining to confidential discussions from inspection by all other persons, including management.

The ombudsman will not testify in any formal judicial or administrative hearing about concerns brought to his attention. When making recommendations, the ombudsman has the responsibility to suggest actions or policies that will be equitable to all parties.

Process
You should first take any complaint you may have to the faculty or staff member involved to reach a resolution. If no resolution is reached, you should consult with the department chair and the dean who will hear the complaint and act as referees. You, the ombudsman, the dean of the college, department chair and the involved faculty or staff member should make every effort to reach a solution. If a resolution cannot be made, you should then consult with the dean of the Graduate School. Graduate candidates should talk with the associate dean responsible for academic grievances if mediation is necessary. The Graduate School is located in E-106 Martin Hall, and the telephone number is (864) 656-4172.
Contact the Ombudsman
Up to date contact information for the Ombudsman may be found at http://www.clemson.edu/administration/ombudsman/.

Counseling services
The demands of graduate school can sometimes seem overwhelming. If you feel you could benefit from talking to a counselor — about grad school stress or any other issue — you may be eligible to receive services from the Counseling and Psychological Services program (CAPS), located in Redfern Health Center. To learn about their current programs, visit the CAPS website at http://www.clemson.edu/campus-life/campus-services/redfern/mental-health/ or call them at (864) 656-2451.

Guidelines for faculty

Major Advisor
You, the candidate, have primary responsibility for ensuring that you meet all requirements; your Major Advisor is responsible for ensuring that you have met that responsibility. Your Major Advisor will present any requests for a waiver of a requirement to the faculty for approval.

Program Coordinator
The program coordinator serves an oversight role to 1) maintain departmental graduate candidate files; 2) ensure that candidates and committees meet all stated deadlines and requirements; 3) notify the faculty when GS2 forms and research study plans are placed on file for each candidate; and 4) to moderate disagreements over guidelines. The program coordinator shall also see that requests for waivers from the guidelines are presented to the faculty in a timely manner; judge matters of course equivalence; and serve as intermediary during challenges by the faculty of a graduate candidate’s program or performance. Furthermore, the program coordinator shall determine whether requests for changes in your plan of study (GS2), research study or Advisory Committee composition constitute “minor” changes, and may approve such minor changes on behalf of the faculty or consult with faculty to determine whether requested changes warrant full faculty approval.

Principal Investigator
The Principal Investigator (PI) in a research project must identify any circumstances under which a particular laboratory, field operation, procedure or activity requires prior approval, and must submit a research protocol if needed. The PI is also responsible for ensuring that all University and department safety regulations and protocol standards are met. This responsibility includes sufficient supervision of candidates and technicians to ensure adherence thereto.

General faculty
The Educational Leadership faculty determine the guidelines for all graduate degree programs within the department. The faculty may amend the guidelines for the graduate
degree programs by a simple majority of those voting; all faculty will be polled. Educational Leadership faculty have the authority to approve or reject candidates for graduate degrees. Any concern by individual faculty members about your plan of study or conduct in the program should be presented to the program coordinator as soon as possible. The program coordinator will communicate any concerns to your Major Advisor for possible action. If the faculty member who raised the concern still wishes for the matter to be considered by the full faculty, the program coordinator will bring the matter before the faculty at a regular meeting.
Appendix A

CONCEPTUAL FRAMEWORK

Mission Statement
The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. This mission statement, adopted in October 2013 by the faculty and staff of the School of Education, will carry us into the future.

Guiding Principles
As a faculty and staff, we
- Respect the rights and responsibilities of all candidates and recognize diverse points of view;
- Act ethically and professionally to meet the candidates’ intellectual and developmental needs;
- Accept our professional and ethical responsibility to help our candidates acquire comprehensive knowledge that equip them to be effective educators, researchers, and leaders;
- Are committed to excellent instruction represented by effective teaching practices, emerging technologies, and assessment;
- Encourage our candidates to make positive contributions that make their own lives and the lives of others potentially more fulfilling and productive.

Learner Outcomes
Caring comprises beliefs and actions.
Beliefs: Our candidates are committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view. Actions: Our candidates act in accord with the rights and responsibilities of all, are sensitive to developmental, social, and cultural differences, and encourage a democratic culture.

Capable consists of knowledge and practice.
Knowledge: Our candidates are knowledgeable about the foundations of education and about their specialty area(s), including appropriate practices. Practice: Our candidates apply their knowledge through best practices that include the effective use of educational and information technology and appropriate assessments

Connected contains communication and integration.
Communication: Our candidates communicate effectively through a variety of representations (spoken, written, and digital). Integration: Our candidates synthesize their knowledge and practices to integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant.
Commitment to Diversity

The Eugene T. Moore School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

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## EDL Building Level Leadership

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<th>ELCC STANDARDS</th>
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<th>PROFESSIONAL SKILLS ASSESSMENTS</th>
<th>SKILL EFFECTS</th>
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<td>Assessment #2 (Program Evaluation Project; Lit Review EDL 7150.)</td>
<td>Assessment #3 (Demonstration of candidate application of building level leadership skills in instructional leadership.)</td>
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<td>(Another assessment of candidate content knowledge of concepts contained in the ELCC district-level standards.)</td>
<td>2.1: Building Level Comprehensive Examination (1.3, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 6.2, and 6.3) 2.2: EDL 7150 SCR Literature Review (4.2)</td>
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<td><strong>Assessment #3</strong></td>
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<td>(Demonstration of candidate application of leadership skills in instructional leadership within a district.)</td>
<td>3.1: EDL 7000 Stewardship of a Vision (1.1, 1.2, 1.3) 3.2: EDL 7250 Ethical Leadership Project (5.1, 5.2, 5.3, 5.4, 5.5)</td>
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<td><strong>Assessment #4</strong></td>
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<td>(Demonstration of candidate application of leadership skills in a district level internship/clinical practice setting(s).)</td>
<td>EDL 7510 and 7560 Internship II 4.1: Vision Assessment and Renewal Plan (1.4) 4.2: Technology and Learning Analysis (2.4) 4.3: Advocacy and Policy Project (6.1, 6.2, 6.3)</td>
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<td><strong>Assessment #6</strong></td>
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<td>(Demonstration of candidate application of leadership skills in organizational management and community relations within a district.)</td>
<td>6.1: EDL 7450 Budget Analysis and Simulation (3.1, 3.2) 6.2: EDL 7200 Human Resources Policy Improvement Plan (3.3, 3.4, 3.5) 6.3: EDL 7150 School Community Relations Project (4.1, 4.2, 4.3, 4.4)</td>
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<td><strong>Assessment #5</strong></td>
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<td>(Demonstration of candidate application of leadership skills that support an effective P-12 student learning environment within a district.)³</td>
<td>5.1: EDL 7300 Instructional Improvement Plan (2.1, 2.3) 5.2: EDL 7400 Curriculum Leadership Project (2.2)</td>
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</tbody>
</table>

Note: Each element needs to be covered once for content and once for professional leadership skills

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² Language in parenthesis taken from 2011 ELCC District Standards document, pp. 26-27
³ MUST include ELCC standard Instructional Leadership