

# COLLEGE OF HEALTH, EDUCATION, AND HUMAN DEVELOPMENT

The College of Health, Education, and Human Development offers advanced degrees in Administration and Supervision; Counselor Education; Curriculum and Instruction; Early Childhood Education; Educational Leadership; Elementary Education; Human Resource Development; Middle Grades Education; Nursing; Parks, Recreation, and Tourism Management; Reading; Secondary Education; Special Education; and Youth Development Leadership.

The PhD degree is offered in Curriculum and Instruction; Educational Leadership; and Parks, Recreation, and Tourism Management. The MS degree is offered in Nursing; Parks, Recreation, and Tourism Management; and Youth Development Leadership. The College also offers professional degree programs leading to the Master of Arts in Teaching; Master of Education; Master of Human Resource Development; Master of Parks, Recreation, and Tourism Management; and Specialist in Education degrees. The College of Health, Education, and Human Development and the College of Agriculture, Forestry, and Life Sciences cooperatively offer a Master of Agricultural Education program.

The graduate programs focus on preparing students for leadership positions in educational, health-care, governmental, and business organizations. Clinical and field experiences are common in many graduate programs. Often programs join with local, state, and federal agencies to provide real-world experiences and research projects for faculty and students. Some programs and courses are offered off campus and in the evening to accommodate the schedules of public schools, higher education, health-care institutions, businesses, and other organizations.

The College of Health, Education, and Human Development offers graduate courses in education and nursing at various off-campus locations across the state. Off-campus course schedules for fall, spring, and summer offerings for school personnel, school districts, and other South Carolina agencies are published by the Office of Off-Campus, Distance, and Continuing Education. In addition, courses are taught by contract with local school districts in the Clemson University service region. Courses are offered in athletic leadership and health to provide electives for students in other areas.

## EUGENE T. MOORE SCHOOL OF EDUCATION

The mission of the Eugene T. Moore School of Education is to prepare caring and capable professionals through intellectually engaging experiences in theory, method, and research that connect them to the communities in which they live and serve.

The School of Education trains teachers, counselors, and leaders for P–12 schools, prepares counselors for community practice and higher education institutions, and prepares training and development specialists for business and industry.

The School of Education embraces its conceptual framework of providing caring, capable, and connected professionals for the 21<sup>st</sup> century. These professionals utilize the knowledge of curriculum, technology, assessment, and instructional/leadership/counseling strategies to effect learning for diverse populations. Clemson University provides resources for courses and clinical experiences in method, research, and content knowledge which enable professionals to be reflective practitioners. Such practitioners are knowledgeable, ethical, caring decision makers responding to local, state, and world needs.

Clemson University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the State of South Carolina for the preparation of educational personnel in South Carolina in Early Childhood Education; Elementary Education; Reading; Special Education; Secondary Education programs in agriculture, English, the sciences, mathematics, modern languages, social studies, and technology education; as well as Counselor Education, Curriculum and Instruction, and Educational Leadership. The programs in Counselor Education are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In addition, there is a graduate-level program in Human Resource Development which prepares competent professionals for a variety of education, training, and development settings within industrial, business, and public sector environments.

The Eugene T. Moore School of Education has designated a series of courses to meet the growing demand for continual professional development in the state. ED 735 is used for recertification and nondegree purposes.

## ADMINISTRATION AND SUPERVISION

### Master of Education Specialist in Education

#### Master of Education

The Master of Education degree in Administration and Supervision prepares individuals as elementary or secondary school administrators or supervisors. The program provides both a theoretical and field-based foundation in educational leadership with a focus on leading instructional improvement for the benefit of all P–12 students.

#### Admission Requirements

For admission, individuals must have a baccalaureate degree from a regionally-accredited institution and a minimum of one year of teaching experience. Complete application package should include (1) on-line application, (2) official transcripts from previous institutions (cumulative minimum undergraduate grade-point ratio of 2.70 on the last 60 hours), (3) two recommendations—one from immediate, prior supervisor, (4) current résumé, (5) copy of teaching certificate, and (6) GRE score report of verbal, quantitative, and writing assessments. (Acceptable GRE scores are considered holistically with the student's background and potential success in graduate school.)

Applicants whose native language is not English must also submit TOEFL scores.

If requested by the program coordinator, an interview may be required prior to an admission decision.

Prospective students are encouraged to apply two months prior to the beginning of the term in which they wish to enroll.

Students who anticipate applying to a degree program may not exceed 12 credit hours without program coordinator approval, and enrollment is restricted to the following courses: ED L 700, 715, 730, 735. Nondegree students should consult an advisor before enrolling in any course.

#### Program Requirements

This program incorporates the academic requirements for certification as a principal and supervisor in South Carolina. Thirty-six hours of graduate credit are required.

Students must complete the following core courses: ED L 710, 720, 725, 730, 745; 750 or 755; 751 or 756. In addition, five courses must be selected from ED F 778, ED L 700, 705, 715, 735, 740, 795.

### Specialist in Education

The Education Specialist degree in Administration and Supervision prepares students as senior-level school administrators. The program provides the academic requirements for certification as a superintendent in South Carolina. Additionally, it fulfills the certification requirements of states which specify the completion of a nationally accredited two-year program of graduate study leading to certification as a school administrator.

### Admission Requirements

For admission, individuals must have a master's degree from a regionally-accredited institution. Students must also be certified as principals or anticipate certification prior to degree candidacy (final 21 hours of the program).

Complete application package should include (1) on-line application, (2) official undergraduate and graduate transcripts (cumulative minimum grade-point ratio of 3.25 on graduate work), (3) two recommendations—one from immediate, prior supervisor, (4) current résumé, (5) copy of teaching/administration certificate, and (6) GRE score report of verbal, quantitative, and writing assessments. (Acceptable GRE scores are considered holistically with the student's background and potential success in graduate school.)

Applicants whose native language is not English must also submit TOEFL scores.

If requested by the program coordinator, an interview may be required prior to an admission decision.

Prospective students are encouraged to apply two months prior to the beginning of the term in which they wish to enroll.

### Program Requirements

Students must complete the following core courses in sequence within three levels:

Level I—ED L 805, 820, 850

Level II—ED L 810 or 950, and 815

Level III—ED L 830, 839, 840, 851

## COUNSELOR EDUCATION

### Master of Education

The Master in Education in Counselor Education, a CACREP-accredited program, prepares students in one of the following specialty areas: community counseling, school counseling, or student affairs. Graduate education in the Counselor Education program helps students realize their potential as practicing counselors and higher education administrators, engage in professional relationships, and develop a set of meaningful professional values. To this end, the program reflects current knowledge from lay and professional groups concerning current and projected counseling and human development needs of a pluralistic society. Cultural considerations are emphasized so that the experiences provided will be rewarding and useful in today's ever-changing society.

The faculty of the Counselor Education program is dedicated to educating and training counselor education professionals to function in culturally diverse settings. This program utilizes an "integrative practitioner training" model emphasizing development, prevention, and enhancement. The programs are designed to provide a challenging, yet supportive, environment that promotes professional orientation, practice, commitment to inquiry, and self-awareness.

Clemson University recognizes laboratory settings and field-based experiences as providing the student with a realistic perspective on the field; an integrating experience for knowledge and skills acquired

in the classroom; a situation that maximizes self-awareness, self-direction, and self-evaluation; and feedback on his/her progress and development.

Clemson University acknowledges the importance of close supervision in practica or internship placements as a means of maximizing student training and preventing inadvertent harm to clients. Practica and internships are designed so that the focus and intensity of supervision will change as students acquire competent beginning, intermediate, and advanced skills. The University and site supervisors provide each supervisee with periodic performance and evaluation feedback throughout the supervised experience. At no point is any student to engage in any field-based practica experience without the permission of the major advisor.

Practica require 100 hours and internships, 600 hours of on-site counseling and/or administrative activities, a minimum of one hour of individual supervision per week, a formal log of all activities, and regular meetings with the student's University and site supervisors.

Each student is assigned a major advisor chosen from the Counselor Education faculty. Students are required to meet with their advisor at least once a semester to ensure appropriate course sequencing.

Upon completion of 33 hours, the student may be given permission by his/her major advisor to take the comprehensive examination. It is the student's responsibility to have an approved plan of study on file prior to taking the comprehensive examination and to make sure that his/her name is on the list to take the comprehensive examination.

### Admission Requirements

Applicants must have an undergraduate grade-point ratio of 3.0 on a 4.0 scale (last 60 hours of undergraduate coursework). Complete application package should include on-line application, GRE scores, personal statement, two letters of recommendation, and approval of the Counselor Education faculty. Applications for summer and fall admission are due by March 1; for spring admission, October 1. Applications will be reviewed only twice a year.

The Community Counseling Emphasis also requires a minimum of 12 credit hours of psychology and/or sociology, graduate or undergraduate.

*Program Objectives*—The student will develop respect for the dignity and worth of the individual; develop commitment to the fulfillment of human potential; understand educational and counseling processes; gain knowledge in his/her particular field of counseling; develop competence in the application of professional expertise in counseling; gain knowledge of the role and function of professionals in related fields; develop a commitment to inquiry; and develop maturity in self-development.

Additional information is available at [www.hehd.clemson.edu/schoolofed/graduate.htm](http://www.hehd.clemson.edu/schoolofed/graduate.htm).

### Testing Requirements

Students in all Counselor Education programs take written comprehensive examinations, which are graded on a pass/fail basis. Passing this examination is required for the degree. With the advisor's

permission, students are eligible to take the comprehensive examination. At least two committee members must pass the student. If a student does not pass the written comprehensive examination, the major advisor may recommend a second written or oral examination. This recommendation may be during the same semester or in the following one. If the student fails the written examination twice, he/she will be removed from the program.

### Community Counseling Emphasis

Students with an emphasis in Community Counseling will demonstrate an ability to work effectively with community and other agency personnel; an ability to meet qualifications for certification or licensure; understanding and skills related to counseling needs in the environment in which they choose to work; a high degree of self-understanding; an ability to communicate effectively with diverse cultural groups; a knowledge about counseling across the lifespan; human evaluation and research skills; a high degree of sensitivity and acceptance of others' behavior; an awareness of responsibilities specific to a variety of community agencies; and ethical practices. Additional information is available at [www.hehd.clemson.edu/schoolofed/](http://www.hehd.clemson.edu/schoolofed/).

The Community Counseling Emphasis requires 51 credit hours arranged as follows:

*Area of Specialization*—42 credit hours: ED C 805, 810, 811, 812, 813, 814, 815, 816, 818, 821, 822, 823, ED F 701, 778

*Field Experiences*—nine credit hours of ED C 836, 846. Students must complete 21 credit hours before participating in internship.

### Testing Requirements

All Community Counseling students are required to take the Counselor Preparation Comprehensive Examination (CPCE) prior to the administration of the departmental written comprehensive exams. The CPCE is a four-hour, 160-question test, given every semester; and passing it is required for graduation. Students are required to meet with their advisors to discuss their scores and to prepare for the National Counseling Exam. The advisor and student will schedule the written comprehensive exam based on the CPCE scores.

### School Counseling Emphasis

Students with an emphasis in School Counseling will demonstrate an ability to work effectively with students, teachers, administrators, and other members of the community as well as a high level of expertise in counseling appraisal, theory, skills, and intervention techniques.

Qualification for state and national certification as school counselors includes an ability to conduct a comprehensive and developmental school guidance and counseling program; a healthy self-awareness and understanding; counseling within the framework of their respective association's legal and ethical standards; ability to counsel with sensitivity, caring, and an appropriate approach in diverse environments; and ability to perform in a consultative capacity both within and outside of the school environment. Additional information is available at [www.hehd.clemson.edu/schoolofed/](http://www.hehd.clemson.edu/schoolofed/).

The School Counseling Emphasis requires 51 credit hours, arranged as follows:

*Foundations*—six credits: ED F 701, 778

*Area of Specialization*—36 credits: ED C 801, 807, 810, 811, 812, 813, 814, 815, 816, 818, 821, 822

*Field Experiences*—nine credits: ED C 830, 841

#### Testing Requirements

In addition to successful completion of the written comprehensive examination, students must pass the PRAXIS II Subject Assessment test in School Guidance and Counseling. The score must be reported to Clemson and must be recorded in the students file before certification verification will be sent to any State Department of Education.

### Student Affairs Emphasis (Student Affairs Practice—

#### Administration, College Counseling)

Students with an emphasis in Student Affairs will demonstrate the ability to work effectively with faculty, students, administrators, and other members of the academic community; preparation for employment in higher education settings in a variety of roles; the ability to act as consultants throughout the higher education setting; understanding and skills related to counseling and developmental needs at the postsecondary level; a high degree of self-understanding; the ability to communicate effectively with all cultural groups; a high degree of sensitivity and acceptance of diversity in thought and action; an awareness of the responsibilities of student affairs practitioners to the developmental needs and maintenance of quality experiences for students, faculty members, administrators, and staff; and ethical practice.

The Student Affairs Emphasis requires 48 credit hours arranged as follows:

*Core Courses*—27 credit hours: ED C 803, 804, 810, 811, 812, 814, 815, 819, and three elective hours

*Field Experiences*—nine credit hours: ED C 834, 844

*Area of Specialization*—12 credit hours as follows:

*Student Affairs Practice in Higher Education (Administration)*—ED C 806, 809, ED L 765, 855

*Student Affairs Counseling*—ED C 805, 813, ED F 701, 778

#### Testing Requirements

Passing the departmental written comprehensive examination is a requirement for the degree as outlined above. All Student Affairs Counseling students will be required to take the CPCE prior to administration of the comprehensive exams.

## CURRICULUM AND INSTRUCTION

### Doctor of Philosophy

The Doctor of Philosophy degree in Curriculum and Instruction is a research degree that prepares students to become scholars who can discover, integrate, and apply knowledge, as well as communicate and disseminate it. The intent of the program is to prepare students to make significant original contributions to knowledge in specialized fields. The program prepares students in one of the following specialty concentrations: elementary education, English education, mathematics education, science education, social studies education, reading education, or special education. These areas provide a general structure of coursework selections and research emphases; however, students are encouraged to work with faculty to design programs uniquely fitted to their areas of interest. The program of study for the degree is determined by the student's advisory committee.

Every doctoral student must satisfy all requirements of the Graduate School as well as requirements in coursework, internships, the comprehensive exam, the dissertation proposal, and oral defense of the dissertation as directed by the student's advisory committee. Students must maintain a B average in all graduate work. The degree usually requires a minimum of 70 credit hours beyond the master's degree, selected from the areas prescribed by the requirements of the PhD in Curriculum and Instruction. Listed below are the guidelines or normal expectations for a student receiving the PhD degree; however, the final determination of the course of study is made by the advisory committee.

Graduate courses designated for professional development are not eligible to be used toward a graduate degree.

A minimum of three to six hours of internship is required as part of each specialty area. An internship of sufficient time and quality of experiences to warrant three to six semester hours of graduate credit must be planned and executed to the satisfaction of the student's advisory committee.

Specialty areas require 6–18 credits in courses outside the School of Education. This approved coursework is intended to provide a concentration within the specialty area and/or exposure to disciplines outside the School of Education.

#### Admission Requirements

Complete application package should include proof of a master's degree, official undergraduate and graduate transcripts, GRE scores, a résumé showing relevant professional experiences, and a personal statement of professional history, goals, and aspirations. Candidates passing initial committee review are invited for an interview. Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL). The deadlines for admission consideration are October 15 and March 15.

#### Core Requirement Goals

The student will be able to critically analyze social, historical, psychological, personal, and policy factors in the development and current practices of curriculum and instruction; acquire an understanding of the research processes including practical design, analysis, and reporting; understand how to use historical, correlational, descriptive, and experimental methods within research; be able to analyze critically and evaluate research reports; and be able to prepare scholarly, research-based reports and presentations.

#### Course Requirements

The Curriculum and Instruction Program requirements are as follows:

*Core Courses*—ED 954, 955, ED F 875, 908, and six additional credits selected from ED F 870, 872, ED L (ED F) 800, ED L 950, ED SP 853

*Research and Assessment Methodology*—13 credits: ED (ED F, ED SP) 894, ED F 878, 879, EX ST 801

*Specialty Area*—27–30 credit hours, including six hours outside the School of Education. Courses vary according to the area.

*Internship*—three–six hours: ED (ED F, ED SP) 980

*Dissertation*—18 hours of ED (ED F, ED SP) 991

### Elementary Education Emphasis

Students with an emphasis in Elementary Education will demonstrate (1) a research knowledge base of one or more of the academic areas taught in the elementary school with an understanding of how the different areas relate to the learning and instructional needs of all students, including design, implementation, and evaluation of curriculum; effective instructional methods; and current issues and trends affecting teaching and/or learning and (2) competence in basic and applied research and evaluation related to the elementary school, such as curriculum, instruction, and ancillary programs.

The Elementary Education Emphasis Area requires ED (ED F, ED SP) 980, ED EL 937, 938, plus 21 additional credit hours approved by the doctoral committee. A three-hour internship is required.

### Reading Education Emphasis

Students with an emphasis in Reading will demonstrate (1) a research knowledge base in the field of reading with an understanding of the relationship to the learning and instructional needs of all students, including design, implementation, and evaluation of curriculum; effective instructional methods; and current issues and trends affecting teaching and/or learning and (2) competence in basic and applied research and evaluation related to the field of reading, such as curriculum, instruction, assessment, and ancillary programs.

The Reading Education Emphasis Area requires PSYCH 833, READ 939, 944, plus 12 additional credit hours selected from READ 884, 885, 886, 887, 937, 938, 940, 941, 942, 943, 945. A six-hour internship is also required.

## Secondary Education Emphasis

The PhD program in Curriculum and Instruction with an emphasis in English Language, Mathematics, Natural Sciences, or Social Studies has five possible professional market niches. The student's program for each niche will contain appropriate study in both that subject area and that niche to provide the necessary skills to be a productive professional. These five niches are in English language, mathematics, science, or social studies teacher educator in higher education; a subject-specific curriculum coordinator or curriculum supervisor in a medium to large school district, state department of education, or federal government agency; a teacher of English language, mathematics, science, or social studies in a small four-year or community/technical college; a curriculum developer of secondary English, mathematics, science, or social studies or; an educator of programs in English language, mathematics, science, or social studies in commerce and industry.

*English Education Goals*—Students with an emphasis in Secondary Education—English will demonstrate a research knowledge base that includes current research in the areas of teaching composition, literary response, language development, developments in English language, and multimedia applications for the English classroom. This will occur within a literary canon that celebrates diversity and competence in basic and applied research and evaluation related to English education.

*Mathematics Education Goals*—The emphasis area in Mathematics Education will provide students with instruction and understanding in the mathematics curriculum—what is taught, the process of instruction, how mathematics is taught and assessed, and the mathematical knowledge of the teacher—so that students may fulfill a variety of professional responsibilities. In addition, students will acquire the skills necessary to read, interpret, utilize, and conduct research in mathematics education in order to expand the research knowledge base and allow students to apply knowledge to specific professional responsibilities.

*Science Education Goals*—Students with an emphasis in Science Education will demonstrate an understanding of the science education research knowledge base; a knowledge of how science process and content are most effectively learned; familiarity with the components of state-of-the-art curriculum models which are most conducive to learning; and the ability to use the most effective research methodologies designed to expand the theory base.

*Social Studies Education Goals*—Students with an emphasis in Social Studies Education will develop a knowledge base in current social studies issues, research, and classroom applications and an ability to select and pursue appropriate research topics in social studies.

The Secondary Education Emphasis requires 30 credit hours arranged as follows:

*Concentration*—18 credit hours of advanced coursework in a discipline or related areas

*Internship*—three to six credit hours

*Advanced studies in the teaching of English, mathematics, science, or social studies*—three hours from the appropriate area: EDSEC 841, 842, 843, or 844

*Current Literature in Education*—three hours from the appropriate area: EDSEC 846, 847, 848, or 849

## Special Education Emphasis

Students with an emphasis in Special Education will (1) demonstrate a research knowledge base of handicapping and at-risk characteristics integrated with an understanding of how these characteristics relate to the learning and instructional needs of individuals in the delivery of effective curricular and instructional, functional interventions; philosophical and social contexts of special and regular education; and legal and organizational context of special and regular education and (2) demonstrate competence in basic and applied research and evaluation, emphasizing special methodological concerns and evaluation of services with individuals with disabilities and at-risk characteristics.

The Special Education Emphasis requires ED SP 930, 931, 932, 933, 934; six credit hours of coursework outside the School of Education; and six credit hours of ED (ED F, ED SP) 980 (Internship in Curriculum and Instruction).

## EARLY CHILDHOOD EDUCATION

### Master of Education

The Master of Education degree program in Early Childhood Education (birth to age eight, with an emphasis on preschool through third grade) provides a research-based master's degree program that strengthens the math, science, and technology knowledge base and skills of early childhood teachers at the state, national, and international levels. Furthermore, this master's degree program offers a thesis track, which will increase the number of professionals in the field of early childhood education who are prepared to continue graduate work, complete the terminal degree, and provide research and teaching contributions within South Carolina and the nation. There is currently a shortage of doctoral-level professionals in early childhood education, and an important goal of this program is to provide a research-based master's program that will encourage further graduate work.

### Admissions Requirements

Students applying to the Master's degree program in Early Childhood Education will submit the following information. From this information and, in some cases, an interview, an admissions committee will admit the most qualified cohort of students each year:

1. Application form
2. Personal letter of application
3. Transcript showing bachelor's degree and grade-point ratio
4. Valid teaching certificate in early childhood education, elementary education, or a related field (in which case students may be required to take prerequisite or leveling coursework)

5. Graduate Record Exam (GRE) scores

6. Two letters of recommendation from professionals

### Program Requirements

Following are required courses for the Master's Degree in Early Childhood Education. The degree has two tracks: Track I is the thesis option, and Track II is the applied option. Both tracks require 24 hours of core courses, which include courses in early childhood and math/science/technology emphasis courses.

Track I requires research methods courses and a six-hour thesis for a total of 36 hours. Track II requires 18 hours of applied coursework in addition to the 24-credit-hour core for a total of 42 hours. Courses for both tracks are listed below.

The following courses are required of students in both options: ED EC 800, 840, 850, 890, 895, ED SP 760, READ 870. In addition, students in the Thesis Option must take MTHSC 715; students in the Applied Option must take ED F 778 or 879 for a total of 24 credit hours of core courses.

### Track I: Thesis Option

In addition to the core courses outlined above, student in the Thesis Option must complete the following courses: ED F 778, 879, and ED EC 885 (taken twice) for a total of 36 semester hours.

### Track II: Applied Option

In addition to the core courses outlined above, students in the Applied Option must take six credit hours selected from ED EL 826, 892, ED F 697, ED SP 822 plus 12 additional credits selected from the following: ED EC 810, 820, 880, ED F 701, 702, 870, READ 865, 871, 873 for a total of 42 semester hours.

## EDUCATIONAL LEADERSHIP

### Doctor of Philosophy

The Doctor of Philosophy degree in Educational Leadership provides students with a strong background in two basic academic areas: educational research and educational leadership. It provides students with competencies and skills needed for effective functioning in a formal leadership capacity in an educational (or related service) organization.

As the highest academic degree granted by Clemson University, the PhD prepares students to become scholars who can discover, integrate, and apply knowledge. Furthermore, the intent is to produce effective administrators. This preparation enables students to understand and evaluate critically existing knowledge in educational leadership. This is accomplished through close association with and apprenticeship to faculty members experienced in research, teaching, and administration.

A student admitted to the Educational Leadership doctoral program must begin coursework within one year from the semester of acceptance or reapply for admission. Students are discouraged from taking more than six hours of doctoral coursework prior to being admitted to the program. (This does not preclude the use of courses completed in the EdS degree in Educational Administration.)

### Admission Requirements

Complete application package should include GRE scores, earned master's degree, official bachelor's and master's transcripts, three letters of recommendation, and a two-page letter discussing reasons for pursuing the PhD degree. This letter will be evaluated as a writing sample. An interview is optional at the discretion of the selection committee.

### Program Requirements

Graduate programs at the doctoral level must maintain flexibility. The program of study will be developed by the student's program committee and will conform with departmental policy requiring a minimum of 76 graduate credit hours beyond the master's degree, including the 18 hours of research (ED L 991).

Students who have not completed coursework prerequisites for entrance into the program in Educational Leadership must complete such coursework as specified by the admissions committee. All preparatory coursework assigned by the program committee must be completed before proceeding with the required program.

*Distance Education Options*—The PhD program in Educational Leadership offers distance education options for both the K–12 and the higher education tracks. Graduate students residing in the Horry County coastal area of the state may be eligible to take K–12 doctoral courses on the campus of Coastal Carolina University in Conway, SC. For the higher education track, doctoral students may be eligible to enroll in classes on a statewide basis through on-line course offerings. In both cases, all requirements remain the same as for the on-campus degree programs, and all courses are enrollment-dependent.

*Core Courses*—The following 15 credits are required: ED L 900, 905, 910, 989, 990

*Concentration*—An 18-hour minimum in the K–12 or Higher Education Concentration is required from the following: ED L 765, 805, 810, 815, 820, 830, 850, 885, 915, 935, 950, (VT ED) 955, 960, 965, 970, 972, 976, 980. Other courses may be approved by the department.

*Research*—Students must complete a qualitative research course (e.g., ED F 879), an intermediate and advanced research course (e.g., EX ST 801, ED F 878) and a directed research course (ED L 995).

### Cognates

Cognates are courses from another area of study. As a part of the program of study, each student must complete six graduate credit hours in a field outside education. All six hours must be from the same discipline and approved by the student's graduate committee.

*Dissertation*—A minimum of 18 credit hours (ED L 991) is required for the dissertation.

*Internship*—All students are required to complete six hours of internship credit (ED L 985 and 986).

## ELEMENTARY EDUCATION

### Master of Education

The Master of Education in Elementary Education includes coursework in psychological and sociological foundations, curriculum development, pedagogy, specialized content, and research. The program is intended to strengthen and enhance teaching skills, promote research and reflection on innovative teaching strategies, and expand content knowledge. By examining and reflecting on best practices, students have the opportunity to improve the qualities that make them effective teachers who respond to the emotional, motivational, cognitive, and cultural needs of all students. The use of multiple teaching strategies, lively class discussion, and active student involvement supports learning for all students.

### Admission Requirements

A complete application package should include a bachelor's degree, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a grade-point ratio of 3.0 on a 4.0 scale (last 60 hours), and GRE scores.

Before enrolling in any graduate course, the student should arrange a conference with the major advisor. Courses taken prior to this conference may not be acceptable for the degree. Professional development courses will not count toward the degree. Exceptions to the program of study must be approved by the student's advisory committee consisting of the major advisor and two faculty members from the department in which the student has taken coursework.

### Degree Requirements

Graduate students must satisfy requirements for the Graduate School, complete the approved program of study for the degree, maintain a B average in all graduate work, and pass a comprehensive exam. The degree requires 36 credit hours.

When the student has successfully completed 27 credit hours toward the degree, he/she may take the comprehensive examination. The examination will be written and arranged at a specified time each semester.

*Psychological and Sociological Foundations*—Six credit hours selected from ED L 715 or (ED F) 800; ED F 701 or 702

*Curriculum Development*—ED EL 760, 804

*Specialized Content*—ED SP 823, READ 865

*Research*—ED F 778, 808

*Option*—Twelve credit hours as follows:

*Elementary Option*—Six to nine credit hours of coursework related to the specific content/subject matter taught in the elementary school; and three–six credit hours of coursework related to classroom practices, teaching methods, and instructional techniques

*Mathematics and Science Option*—12 credit hours of coursework related to specific mathematics and science content taught in the elementary school

*Language Arts Option*—12 credit hours of coursework related to specific language arts content taught in the elementary school

## HUMAN RESOURCE DEVELOPMENT

### Master of Human Resource Development

The human resource field is a specialized blend of education, systems design, consulting, psychology, management, and sociology. The Master of Human Resource Development (MHRD) degree prepares professionals to work as trainers/instructional designers, human performance improvement (HPI) specialists, and consultants within business, industry, non-profit, and government organizations.

HRD/HPI professionals commonly provide diagnostic and intervention strategies related to the areas of technical and interpersonal skills, management, human and organizational performance, and motivation. The MHRD program involves and enhances human performance in the workplace. The program is designed for professionals with three or more years of experience and is delivered in an interactive on-line format. The curriculum consists of 12 courses delivered over a two-year period in a cohort setting. Graduates of the program are capable of utilizing contemporary instructional and human performance technologies and methodologies. Program participants gain valuable skills and knowledge that accelerate their careers.

### Admission Requirements

Applicants to the MHRD program follow general admission procedures outlined in the section on *Admission* in this catalog. *Note:* The deadline to apply to the MHRD program is July 1. Every required item in support of the application must be on file by that date. The complete application package should include the following: baccalaureate degree with a preferred minimum grade-point ratio of 3.0, transcript, résumé, letter describing professional goals, two letters of reference, and GRE scores. Applicants must possess three years of relevant full-time work experience and complete the on-line Keirse™ Temperament Sorter®-II and Campbell™ Interest and Skill Survey®. These assessments are available at [www.keirseycampbell.com/](http://www.keirseycampbell.com/). (Click on *Purchase Here*. Use the promotion code CLEMS0323 to have scores for both assessments sent to the MHRD admissions committee. A nominal fee is charged for these assessments.)

### Program Requirements

All courses are delivered through distance education technologies. Students need access to e-mail and the Internet and the ability to read a CD-ROM or DVD. Students also need current versions of operating systems, word processing, spreadsheet, and presentation software. Since the required courses involve sending and receiving large files of information, students will need a computer equipped with a Web cam, microphone, and DSL or high-speed internet connection.

The MHRD program consists of 36 credit hours of coursework arranged as follows:

### First Year

#### Fall Semester

3 - H R D 820 Human Performance Improvement

3 - H R D 830 Concepts of Human Resource Dev.

6

**Spring Semester**

3 - H R D (CTE) 847 Instructional Syst. Design

3 - H R D 880 Research Concepts and Skills

6

**Summer**

3 - H R D (CTE) 870 Consulting for Education and Industry

3 - H R D 890 Instrumentation for Human Performance Improvement

6

**Second Year****Fall Semester**

3 - H R D (CTE) 845 Needs Assessment for Education and Industry

3 - H R D (CTE) 860 Instructional Mat. Dev.

6

**Spring Semester**

3 - H R D 849 Evaluation of Training and Development/HRD Programs

3 - H R D 897 Appl. Research and Development

6

**Summer**

3 - H R D 825 Organizational Perf. Improvement

3 - H R D 882 Knowledge Mgt. for Improved Perf.

6

36 Total Semester Hours

Students must satisfy requirements for the Graduate School, complete the approved program of study for the degree, maintain a B average in all graduate coursework, and pass a comprehensive exam.

## MIDDLE GRADES EDUCATION

### Master of Arts in Teaching

The Master of Arts in Teaching degree is designed for mid-career professionals who are seeking to change fields and for students with backgrounds in content areas who are not currently certified to teach. The program in Middle Grades Education possesses several intrinsic advantages over other initial certification programs. Most importantly, it places well-prepared candidates in the classroom in a timely manner. An individual possessing a bachelor's degree in a content or closely related field is given an intensive one-year, field-based experience. He/she can then expect to start in the classroom as a first year teacher after a full academic year (including summer sessions).

**Objectives**

The objectives of the Master of Arts in Teaching in Middle Grades Education are to promote the entrance of content-ready individuals into the South Carolina classroom in a timely manner and to provide a rigorous yet plausible route for individuals seeking to change careers and enter teaching.

**Admission Requirements**

Acceptance is based on a combination of test scores, interviews, and academic record. Applicants are expected to take the Praxis II exams in the two content areas in which they plan to receive certification. They are required to have passed one of these

Praxis II exams to be admitted to the program.

**Program Requirements**

The MAT program, offered at the University Center of Greenville, is composed of three elements: core pedagogical coursework, content coursework, and an intensive field-based component. Core courses are taken by cohort students in a block—two during first summer session, three in the fall, and three in the spring. This includes six hours of Methods Practicum, three in each area of content certification. These six credit hours meet the State's requirements for student teaching. The remaining 12 credit hours are taken individually in the content areas.

Students in the MAT block begin during the fall semester when public schools begin. They spend the full day in the schools.

In the spring, students begin the semester with two weeks of intensive classroom work in the three remaining core courses. These courses are considered "bookend" classes that bracket the student teaching experience. The methods practicum/student teaching includes a portfolio assignment.

The MAT in Middle Grades Education program requires 36 credit hours, arranged as follows:

*Summer Session I Block Courses*—ED F 702, 703

*Summer Session II Block Courses*—content courses at the master's level approved by advisor

*Fall Semester Block Courses*—ED 641, ED F 808, and one three-hour methods course

*Spring Semester Block Courses*—ED SP 823, READ 867, and one three-hour methods course

*Content Area Courses*—12 credit hours scheduled by the student and advisor

## READING

### Master of Education

The purpose of the MEd degree in Reading is to educate reading professionals who have an in-depth knowledge of reading theories, processes, strategies, curriculum, and research and who can use that knowledge to plan appropriate reading programs and curricula for a variety of contexts and communicate information to a wide variety of audiences.

**Objectives**

Graduates with the MEd in Reading will demonstrate (1) an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation; (2) knowledge of the influence of cultural, ethnic, and linguistic backgrounds on the reading process and how to use what the reader brings to the reading experience; (3) an understanding of relationships among the language processes of reading, writing, listening, and speaking; (4) support for students in acquiring the ability to monitor comprehension and reading processes and apply appropriate strategies for a variety of purposes; knowledge of assessments that involve multiple indicators of learner progress; (5)

development of an environment that motivates students to pursue and respond to reading and writing for personal growth and development; (6) understanding of English language learners' literacy and language development and expertise in supporting their literacy learning through strategic teaching; (7) classroom-based research in reading; and (8) expertise in sharing knowledge of reading research and instructional practices with peers.

**Admission Requirements**

Complete application package should include a completed application, statement of purpose (professional goals and philosophy or teaching), a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a grade-point ratio of 3.0 on a 4.0 scale (last 60 hours), and competitive GRE scores.

**Program Requirements**

The program requires 36 credit hours of coursework and a satisfactory score on the comprehensive exam. The following courses are required of all students: ED F 702, 808, READ 860 (prerequisite for ESOL Emphasis), 861, 862, 863, 864, 865, 866.

The MEd in Reading offers five plans for completion of course requirements:

*Reading Teacher and Reading Consultant Certifications*—In addition to the required core courses above, students must take nine additional credit hours of reading/language arts courses selected from ED F 880, ED SP 820, ENGL 700, READ 867, 868, 869, 870, 871, 872, 873, 882, 883.

*Reading Teacher and Reading Consultant Certifications plus Reading Recovery Training*—(Three years teaching experience are recommended as training prerequisite.) In addition to the required courses above, students are required to take READ 880, 881, and three additional credit hours selected from ED F 880, ED SP 820, ENGL 700, READ 867, 868, 869, 870, 871, 872, 873, 882, 883.

*Reading Teacher, Reading Consultant, and Reading Coordinator/Director Certifications*—In addition to the required courses above, students are required to take nine credit hours arranged as follows: three hours selected from EDC 801, 811, 812; three hours selected from ED EL 760, EDSEC 765; three hours selected from ED L 705, 720, 730, 735.

*Early Literacy Emphasis with Reading Teacher and Reading Consultant Certifications*—In addition to the required courses above, students are required to take nine additional credit hours selected from READ 870, 871, 872, 873.

*English Speakers of Other Languages with Reading Teacher and Reading Consultant Certifications and ESOL Certification Support*—In addition to the required courses above, students are required to take ED 839, ED SP 823, READ 870, 874.

## SECONDARY EDUCATION

### Master of Education

The purpose of the MEd degree in Secondary Education is to assist secondary teachers in increasing competence in both subject content and instruction; therefore, the program has practical and theoretical work in education as well as appropriate content in the subject area.

The student's advisor depends upon the content specialty area: English language, mathematics, natural sciences, and social studies. Before enrolling in any graduate course, the student shall arrange a conference with the major advisor. Courses taken prior to this conference may not be acceptable for the degree. The advisory committee will consist of the major advisor, a faculty member chosen from the appropriate content teaching area department from whom the student has taken coursework, and a third member at-large (typically one from whom courses are taken). When the student has successfully completed the examination, the committee will recommend that the degree be granted. The examination will be written and arranged at a specified time each semester.

#### Admission Requirements

A complete application package should include a completed application, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a grade-point ratio of 3.0 on a 4.0 scale (last 60 hours), and competitive GRE scores.

#### Degree Requirements

The Secondary Education program requires a minimum of 36 credit hours in graduate courses with a grade-point ratio 3.0 or higher, of which at least 18 hours must be from courses at the 700-level or above.

Specific course requirements follow:

*Education Courses*—15–18 credit hours: ED 860, ED F 778, 808, EDSEC 765, 803, READ 864. (Students who have successfully completed an undergraduate content reading course are not required to take READ 864.)

*Content Courses*—A minimum of 18 hours of content courses at the 600, 700, or 800 level, approved by the advisory committee, will be completed in English, mathematics, natural sciences, or social studies. Students must complete EDSEC 841, 842, 843, or 844. Students in mathematics must also complete EDSEC 637 unless a similar undergraduate course was completed. Appropriate courses in emphasis areas include the following:

*English*—composition, literature, drama, theatre, communication studies, visual arts, technical writing, graphic communications

*Mathematics*—mathematics, experimental statistics, computer science

*Natural Sciences*—astronomy, biology, botany, chemistry, crop and soil environmental science, entomology, environmental sciences, genetics, geology, microbiology, physics, zoology, and selected courses in animal and veterinary sciences, food science, health science, horticulture, plant pathology, wildlife and fisheries biology

*Social Studies*—cultural studies, economics, geography, history, political science, psychology, sociology

*Electives*—To complete the 36 credit hours required, students may enroll in an approved elective. Recommended electives include ED F (AG ED, CTE) 680, (AG ED, CTE) 682, 690, 701, 702, 870, 872, ED L (ED F) 800. The advisory committee may approve electives not listed above.

## SPECIAL EDUCATION

### Master of Education

The Master of Education degree in Special Education ensures that students are knowledgeable in the field of special education. The program in Special Education prepares students in one of the following areas: emotional/behavioral disorders, learning disabilities, or mental retardation. The program is approved by the Council for Exceptional Children (CEC) and follows guidelines prescribed by CEC. The prescribed program of study enables students to identify important legal and policy issues in special education, demonstrate knowledge of the research processes within the field of special education, demonstrate knowledge of specific characteristics of individuals with mild disabilities, and implement research-validated interventions for students with disabilities in a variety of settings. Successful graduates will evaluate critically the literature in the field, recognize and evaluate current issues and problems in special education, and identify potential solutions for these problems.

Graduate students must satisfy requirements of the Graduate School, complete the approved program of study for the degree, maintain a B average in all graduate work and pass a comprehensive exam. The degree requires 36 credit hours.

#### Admission Requirements

A complete application package should include a completed application, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a grade-point ratio of 3.0 on a 4.0 scale (last 60 hours), and competitive GRE scores.

#### Program Requirements

*Required Courses*—ED F 778, ED SP 820, 821, 823, 840, 853, 854, READ 865

*South Carolina Certification Area*—The student is expected, along with his/her major advisor, to plan master's coursework (nine credit hours) in conjunction with the current State Department list of required courses for particular endorsements. To be eligible for a South Carolina endorsement in Emotional Disabilities, Learning Disabilities, and/or Mental Disabilities, the student must take the corresponding PRAXIS Core and Specialty Area examinations. The student must complete one of the following sequences for an MEd in Special Education:

*Emotional Disorders Emphasis*—The following courses are required: ED SP 669, 674, 675, 678.

*Learning Disabilities Emphasis*—The following courses are required: ED SP 670, 675, 676.

*Mental Retardation Emphasis*—The following courses are required: ED SP 672, 673, 679.

*Electives*—Three credits are required. ED SP 822 is recommended for those intending to work in elementary settings. ED SP 841 is recommended for those intending to work in secondary settings. Additional electives may be selected from the following: ED (ED F, ED SP) 894, ED SP 738, 739, 822, 841, or other courses approved by the advisory committee.

## YOUTH DEVELOPMENT LEADERSHIP

### Master of Science

The Master of Science in Youth Development Leadership degree program equips students with the competencies, knowledge, and skills to help young people develop into healthy, competent, coping, and contributing citizens. This program prepares students to address issues facing youth in the context of family and community with an emphasis on positive outcomes through a dynamic learning environment.

The MS in Youth Development Leadership program is an interdisciplinary degree primarily involving departments and units in the College of Health, Education, and Human Development but also including academic areas from other colleges and units at the University. This program is designed to meet the needs of students who are also working professionals. All courses are offered in an accelerated format and are delivered through a variety of asynchronous and synchronous distance education technologies. Minimum technology requirements for this program include access to e-mail and the Internet with the ability to read CD-ROMs and DVDs.

This program has a strong relationship with youth-related agencies/organizations and engages them in learning and experiential opportunities for students. The Youth Development Leadership program is designed to empower students to focus on strengths and assets within the context of family and community that will promote positive youth development; identify and examine physical, emotional, environmental, and social issues related to being a young person in today's society; prepare professional educators and leaders at all program and management levels for careers in schools, agencies, institutions, and community groups that serve youth; train new and current professionals to be well prepared with increased knowledge and enhanced skills in the youth development area; prepare leaders who will have an immediate impact on youth development in South Carolina and around the nation; link formal and non-formal prevention and intervention youth programs to enhance the learning experience for students; and enhance youth serving agencies and organizations by supplying professionals who are competent in child and adolescent growth and development.

The Master of Science in Youth Development Leadership requires 36 semester hours of coursework as follows: EX ST 801, HEHD 800, 801, 802, 803, 804, 805, 806, 807, 808, 892, SOC 805.

### **Admission Requirements**

A complete application package should include proof of a baccalaureate degree with a minimum grade-point ratio of 3.0 on a 4.0 scale, an acceptable score on the Graduate Record Examination (GRE), a letter of intent, and two letters of reference. Experience in the field of youth development is preferred.

## **NURSING**

### **Master of Science**

The Master of Science degree program with a major in Nursing builds upon the first professional degree. The student acquires knowledge and skills in advanced nursing: clinical nurse specialist (CNS), nurse practitioner (NP), nurse administration, or nursing education. The student may select one of the following study options: child/adolescent nursing (CNS), adult/gerontological nursing (CNS), adult/gerontological nurse practitioner (ANP), family nurse practitioner (FNP), gerontological nurse practitioner (GNP), nurse administration, or nursing education. All graduate options articulate with the baccalaureate program in the continued acquisition of advanced nursing knowledge and skills. This specialization builds toward advanced nursing knowledge in selected practice and role areas. Theory, research, and role development are emphasized to enable graduates to participate in the development of nursing knowledge and contribute to the advancement of the nursing profession.

The objectives of the Master of Science degree program in Nursing are to provide graduates with the ability to integrate advanced knowledge from nursing and related disciplines into a specialized area of nursing practice; demonstrate competence in a selected functional role (clinical specialist, nurse practitioner, nurse administrator, or nurse educator); evaluate and apply research findings from nursing and related disciplines to advanced nursing practice; participate in the development of nursing knowledge by identifying researchable nursing problems, conducting research, and selectively integrating research findings in advanced nursing practice; utilize leadership, management, teaching knowledge, and competence to influence nursing practice; participate as a leader to influence health policy and improve the health care delivery system; and contribute to the advancement of the nursing profession.

All graduate courses are based at the University Center of Greenville.

### **Admission Requirements**

In addition to meeting University admission requirements, applicants should be graduates of nationally-accredited baccalaureate nursing programs; must have had an undergraduate statistics course, computer course, or equivalent; and must demonstrate evidence of current basic client assessment skills. In addition, students must document recent significant nursing practice which is defined as 600 hours during the 12 months prior to acceptance into the program. Nursing Administration majors must complete an undergraduate accounting course.

## **PARKS, RECREATION, AND TOURISM MANAGEMENT**

### **Master of Parks, Recreation, and Tourism Management**

#### **Master of Science**

#### **Doctor of Philosophy**

The department offers a professional master's degree (MPRTM), a Master of Science degree (MS), and a Doctor of Philosophy degree (PhD). Flexibility permits individual development in professional interest areas such as therapeutic recreation, travel and tourism management, park and protected area management and interpretation, and community recreation management. Each student's program is tailored to suit his/her personal and professional goals. Applicants from nonrecreation disciplines are required to develop background knowledge of recreation through undergraduate coursework. All applicants must submit GRE scores.

The Master of Parks, Recreation, and Tourism Management should be selected by individuals who intend to enter or reenter the workplace upon completion of degree requirements. Applicants for the MPRTM degree must document at least three years of full-time relevant professional experience beyond a bachelor's degree in recreation and a 3.0 undergraduate grade-point ratio. Each candidate completes an independent project to meet degree requirements. A minimum of 36 hours of coursework is required.

The Master of Science degree requires a thesis. This degree is designed for individuals planning to undertake doctoral study or seek employment in a research-related position or for those without three years of relevant professional experience. Candidates must complete a minimum of 30 hours of coursework and six hours of research culminating in a thesis.

The Doctor of Philosophy is an advanced research degree requiring performance of original research leading to a dissertation. Comprehensive and final examinations and 18 hours of dissertation research are required. Coursework is determined by each student's doctoral committee.