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 21st 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 that 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 Elementary 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.

Criminal Records Check

A prior criminal record could prevent a person enrolled in a teacher education program in South Carolina from being certified as a teacher in this State in accordance with State Board of Education guidelines.

Section 59-25-115 of the South Carolina Code of Laws specifies that before beginning the full-time clinical teaching experience in South Carolina, a teacher education candidate shall undergo a state criminal records check by the South Carolina State Department of Education and will be considered phase one of a person’s application for a teaching credential. Provided the criminal records check is conducted within 18 months of the time the teacher candidate formally applies for a teaching certificate, the fingerprinting will not have to be repeated at the time of application. A graduate of a teacher education program applying for initial teacher certification must have completed the FBI fingerprint process within 18 months of formally applying for initial teacher certification or the fingerprint process must be repeated. The background check normally requires six (6) to eight (8) weeks to process. If the fingerprint card cannot be processed, the South Carolina State Department will inform you that it will be necessary to complete another fingerprint card and submit it to their office as soon as possible.

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 that 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: clinical mental health 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 practice 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 students seeking admission to the Clinical Mental Health Counseling Emphasis Area or the School Counseling Emphasis Area are due by February 1 for summer and fall admission; and by October 1 for spring admission. Applications for students seeking admission to the Student Affairs Emphasis Area are due by March 1 for summer and fall admission; and by October 1 for spring admission. Applications are reviewed only twice a year.

The Clinical Mental Health 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.

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.

Clinical Mental Health Counseling Emphasis
Students with an emphasis in Clinical Mental Health 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/.
The Clinical Mental Health Counseling Emphasis requires 60 credit hours arranged as follows:

**Area of Specialization—45 credit hours:** ED C 805, 810, 811, 812, 813, 814, 815, 816, 818, 821, 822, 823, ED F 701, 778, and three elective hours as approved by advisor.

**Field Experiences—15 credit hours of ED C 836, 846.** Students must complete 21 credit hours before participating in internship.

**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/schooled/.

The School Counseling Emphasis requires 60 credit hours, arranged as follows:

**School Counseling Core—24 credits:** ED C 810, 811, 812, 813, 814, 815, ED F 701, ED L 839

**Area of Specialization—21 credits:** ED C 801, 807, 818, 851, ED F 702, ED SP 853; and three elective hours selected from a department-approved list.

**Field Experiences—15 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 student’s 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 post-secondary 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, ED L 855

**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 emphasis; however, students are encouraged to work with faculty to design programs uniquely related to their areas of interest. The program of study for the degree is determined by the student’s doctoral committee.

Every doctoral student must satisfy all requirements of the Graduate School, as well as requirements in coursework, internship, 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 65 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:

**Doctoral Seminar—Two credit hours.**

**Core—21 credit hours of core coursework represented by the following areas:** Curriculum, Instruction and Assessment. Students successfully complete at least four courses representative of both quantitative and qualitative research methods and procedures.

**Area of Specialization—24 credit hours of specific courses and minimum requirements determined by the student’s doctoral committee that must include:**

1. Courses and/or equivalent experiences to demonstrate competency in teaching and research practice (for example, ED 894 and 980).
2. 18 hours of specialized focus.

**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, literacy 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 area
- **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 demonstrate knowledge and skills in special education research and teaching. Students will demonstrate mastery of content in special education and competence in basic and applied research in special education using appropriate research methodology.

The Special Education Emphasis requires ED F 788, 789, 879, 885, 886, and 12 credit hours of elective coursework that may include ED 901, 938, ED SP 936, 937.

### 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 to the state of 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, students 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 PhD program in Educational Leadership provides students with a strong background in five domains: leadership, research, policy, ethics and diversity. As the highest academic degree granted by Clemson University, the PhD prepares students to become scholars who can discover, integrate and apply knowledge as leaders in schools and post-secondary and community educational institutions and agencies. This is accomplished through close association with and apprenticeship to faculty members experienced in research, teaching and 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. At the discretion of the selection committee, an interview may be conducted.

**Program Requirements**

A student admitted to the Educational Leadership program must begin coursework within one year from the semester of acceptance or reapply for admission. Two concentrations—P12 and Higher Education—are offered for candidates pursuing the PhD in Educational Leadership. All candidates must take a minimum of 58 credit hours of graduate-level courses beyond the master’s degree and complete...
an 18-hour dissertation project. The program core consists of a minimum of nine credits completed within the first two years of enrollment culminating in the Preliminary Exam. Upon successful completion of Preliminary Exam, students consult with their doctoral advisory committees establishing their program of studies, including courses in concentration, research, internships and cognates. Internships are supervised by a practicing educational leader and by a faculty member. The internship experience is designed to acquaint the student with the practical applications of education theory in a planned, extensive and closely monitored opportunity for the student to work in a setting that reflects the student’s long-range goals and the requirements for rigorous applied research. Cognates are courses from academic fields supporting the student’s research agenda. Upon completion of program of studies coursework, students qualify as doctoral candidates by successfully completing a comprehensive exam. The culminating requirement for the program is successful completion of the dissertation as guided by the major advisor and the doctoral advising committee.

Course Requirements

Preliminary Core Courses—The following credits are required before taking the preliminary exam: ED L 900, 905, 910, plus a research course.

Concentration—A minimum of 18 credit hours, selected with the advice of the doctoral advisory committee, is required.

Research—Students must complete a qualitative research course (e.g., ED F 879), an intermediate and advanced research course (e.g., ED F 878, EXST 801), and a series of directed research core courses (ED L 988, 989, and 990).

Cognates—Cognates include 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 doctoral advisory committee.

Dissertation—A minimum of 18 credit hours (ED L 990) is required for the dissertation.

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

Distance Education Options

The PhD program in Educational Leadership offers distance education options for both the P12 and the Higher Education concentrations. In both cases, all requirements remain the same as for the on-campus degree programs and all courses are enrollment-dependent.

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 preliminary 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 to 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.

HRI/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 online 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 as prescribed by the Graduate School. 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 Keisier® Temperament Sorter®, II and Campbell® Interest and Skill Survey®. These assessments are available at www.keisiercampbell.com/. (Click on Purchase Here. Use the promotion code CLEMSON23 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.

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Summer
- 3 - H R D (CTE) 870 Consulting for Education and Industry
- 3 - H R D 890 Instrumentation for Human Performance Improvement

Second Year
Fall Semester
- 3 - H R D (CTE) 845 Needs Assessment for Education and Industry
- 3 - H R D (CTE) 860 Instructional Materials Development

Spring Semester
- 3 - H R D 849 Evaluation of Training and Development/HRD Programs
- 3 - H R D 897 Appl. Research and Development

Summer
- 3 - H R D 825 Organizational Performance Improvement
- 3 - H R D 882 Knowledge Management for Improved Performance

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 LEVEL 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 Level 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).

The objectives of the Master of Arts in Teaching in Middle Level 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 Level 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
- Complete Core 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 of 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 satisfactory score on the comprehensive exam. The following courses are required of all students: ED F 662, 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 ED C 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 860, 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 should 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 department and a third member at-large (typically one from whom courses are taken). All comprehensive examinations will be administered at or near the conclusion of the student’s program. When the student has successfully completed the examination, the committee will recommend that the degree be granted upon the satisfactory completion of all remaining coursework.

Admission Requirements
A complete application package must include a copy of a valid teaching certificate, two letters of recommendation, all undergraduate transcripts that led toward the undergraduate degree (desired grade-point ratio of 3.0 on a 4.0 scale, either overall or in the last 60 hours) and competitive GRE scores.

Degree Requirements
The Secondary Education program requires a minimum of 30 credit hours (33 for those who have not successfully completed an undergraduate content reading course) in graduate courses with a grade-point ratio of 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 credit hours: ED 860, ED F 700 or 702; EDSEC 765 and 803; and three hours approved by the advisory committee. Students who have not successfully completed an undergraduate content reading course must, in addition, take READ 864.

Content Courses—15 credit hours of content courses approved by the advisory committee. Appropriate courses include secondary education courses in that emphasis area (for example, EDSEC 841, Advanced Studies in the Teaching of Secondary School English for students specializing in English), and courses in the following domains:

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

Mathematics—mathematics, experimental statistics, computer science

Natural Science—astonomy, biological sciences, botany, chemistry, crop and soil environmental sciences, genetics, geology, microbiology, physics and selected courses in animal and veterinary sciences, food science, health science, horticulture, plant pathology, wildlife and fisheries biology

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

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 bachelor’s degree, a valid teaching certificate, two letters of recommendation, an undergraduate transcript with a grade-point ratio of 3.0 or higher, 4.0 scale (last 60 hours), and acceptable GRE scores.

Program Requirements
Required Courses—ED F 778, ED SP 820, 821, 822, 823, 841, 853, 854

Area of Emphasis—5-12 credit hours
Students choose from one of the emphasis areas below. Courses in each area partially fulfill requirements for South Carolina certification in that area.

Emotional/Behavioral Disabilities Disorders—ED SP 600, 674, 675*, 678

Learning Disabilities—ED SP 670, 675*, 676

Mental Retardation—ED SP 672, 673*, 679

Electives—Three credit hours are required. READ 865 is recommended for those intending to work in elementary settings. ED SP 840 is recommended for those intending to work in secondary settings.

ED SP 675 is required for South Carolina certification in Emotional/Behavioral Disabilities and should be included in the program of study in lieu of elective hours unless it has been taken previously.

YOUTH DEVELOPMENT LEADERSHIP
Master of Science
The Master of Science degree program in Youth Development Leadership 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 email and the Internet with the ability to read CD-ROMs and DVDs.

The 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.
HEALTHCARE GENETICS
Doctor of Philosophy
The interdisciplinary Doctor of Philosophy degree program in Healthcare Genetics, provided through the School of Nursing, offers individuals from multiple health-related disciplines the opportunity to achieve a terminal degree in Healthcare Genetics. The curriculum builds partnerships with more than six disciplines focusing on genetics, health policy and ethics, theory development and quantitative and qualitative research methods. Three specialty research tracks promote advanced study in Translational Genetics [Bench Research], Applied Population Genetics as an Interventionist, or Genetics in Ethics/Health Policy.

The PhD program in Healthcare Genetics prepares interdisciplinary scientists to extend the knowledge base relevant to healthcare genomics, translate research to advance the application of genomics in healthcare and collaborate in interdisciplinary research and practice.

Objectives of the program are as follows:
1. Collaborate with other disciplines to generate knowledge and develop theories that focus on the genetic aspects of actual and potential health problems of diverse individuals, families, groups and communities while addressing health disparities.
2. Formulate health promotion, disease prevention, and treatment strategies that translate and integrate genomic knowledge from a variety of disciplines.
3. Demonstrate leadership that facilitates interdisciplinary development and application of ethical guidelines and health policy in genetics.
4. Disseminate research findings to develop healthcare models that incorporate the expanding knowledge of genetics.

Coursework includes a variety of on-line, Web-enhanced and traditional classroom settings. Core courses are available on the Clemson University campus, as well as a variety of other institutions.

Admission Requirements
Students applying for the Healthcare Genetics program will have at least a bachelor’s degree in a related health science discipline from an accredited institution. Other requirements include the following:
1. GRE scores equivalent to the current scores of 500 for verbal and quantitative sections and 4.0 for the analytical writing section
2. Master’s (MS/MA) thesis or publications. (BS applicants entering without a data-based research experience will be required to complete satisfactorily a research project utilizing the six hours of cognate electives prior to beginning the core courses in the doctoral program.)
3. Submission of a curriculum vita
4. Written statement of career goals
5. Graduate School application with three letters of recommendation from professionals that address research and scholarly potential
6. Interviews with two faculty members (may be conducted in person, Polycom, or telephone depending on individual circumstances)
7. Cumulative grade-point ratio of 3.4 or higher in the undergraduate (and/or graduate programs if applicable)

The curriculum is composed of 12 core courses and three cognate specialties/tracks. The core curriculum provides 34 hours of coursework in the areas of genomics, health policy and ethics, theory development and quantitative and qualitative research methods. In the specialty cognates, students pursue advanced study in Basic Genetics [Bench Research], Applied Population Genetics as an Interventionist, or Genetics in Ethics/Health Policy. Seminars and electives bring the cognate hours to 18. With 18 hours of dissertation (requirements met as manuscripts submitted for preparation), the total credit hours required is 70. This can be accomplished full-time over a four-year period, including two summers of study.

The coordinator of the PhD program in Healthcare Genetics, in concert with individual faculty advisors, will work with each student to determine the requirements for their program of study. The plan of study for a student entering with a bachelor’s degree will be developed that reflects prior coursework, required prerequisites and data-based research experiences. Students without previous biochemistry courses will be required to take BIOCHEM 632 or its equivalent.

Comprehensive exams and 18 hours of dissertation research are required (to be developed as a manuscript for publication).

NURSING
Master of Science
The Master of Science degree program 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 (GNNP), nurse administration, or nursing education. 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 graduate coursework. MS and PhD applicants must submit GRE scores.

The Master of Science degree requires a thesis. The 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.