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. A complete application package should include (1) online 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 and/or 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 prepares students in one of the following specialty areas: clinical mental health counseling (CACREP-accredited), school counseling (CACREP-accredited), or student affairs. Graduate education in the Counselor Education program helps students realize their potential as practicing counselors and/or 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 the experiences provided will be rewarding and useful in today’s ever-changing society.

The faculty of the Counselor Education program model the values of acceptance and human uniqueness to all students so they incorporate these values into their practice. To recruit, train and retain competent counseling and other helping practitioners, faculty members attempt to develop the following in each graduate: respect for the dignity and worth of the individual; commitment to the fulfillment of human potential; understanding of educational and counseling processes; knowledge in a particular counseling or helping field; competence in the application of professional expertise in counseling; knowledge of the role and function of professionals in related fields; commitment to inquiry; and maturity in self-development.

Admission Requirements

For admission, individuals must have a master’s degree from a regionally-accredited institution.

A complete application package should include (1) online 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 and/or 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:
Level I—ED L 710, 720, 725, 730, 745; 750 or 775; 751 or 756
Level II—ED L 778, ED L 700, 715, 730, 735
Level III—ED L 805, 820, 850

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 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 practicum experience without the permission of the major advisor.

Practica for the clinical and mental health and school counseling emphases require 100 hours, and internships require 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. The Student Affairs emphasis requires one practicum of 100 hours and two internships of 150 hours each.

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.

Students in the clinical mental health counseling and school counseling programs should plan to take the written final examination during their final semester in the program, with approval from their advisor.

Admission Requirements
Applicants must have an undergraduate grade-point ratio of 3.0 on a 4.0 scale (last 60 hours of undergraduate coursework). A complete application package should include online application, GRE scores, personal statement, two letters of recommendation and approval of the Counselor Education faculty. Applications admission to the Clinical Mental Health Counseling Emphasis Area are due by February 1 for summer and fall admission; and by October 1 for spring admission. Applications for the School Counseling Emphasis Area are due February 1 for summer and fall admission. School Counseling does not admit students for spring. Applications for admission to the Student Affairs Emphasis Area are due by February 1 for summer and fall admission; and by October 1 for spring admission. Spring admission for Student Affairs is for part-time enrollment only.

The Clinical Mental Health Counseling Emphasis also requires a minimum of 12 credit hours of psychology and/or sociology, graduate or undergraduate. This coursework must be completed prior to enrollment in the program by the end of the first year the student is enrolled in the program.

Testing Requirements
Students in all Counselor Education programs take written final 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 final examination. At least two committee members must pass the student. If a student does not pass the written final 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.grad.clemson.edu/programs/counseloreducation.

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.grad.clemson.edu/programs/counseloreducation/schoolcounseling.php.

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 SP 853; and six 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 final 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
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. Additional information is available at www.grad.clemson.edu/programs/counseloreducation/student_affairs.php.

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

**Core Courses**—18 credit hours: ED C 810, 811, 812, 814, 815, and three elective hours

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

Specialization Courses—21 credit hours: ED C 803, 804, 806, 809, 819 ED L 765, 855

Testing Requirements
In addition to successful completion of the final examination, students also complete an electronic portfolio as part of the program requirements.

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 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
A 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) in depth knowledge 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, in particular, design, implementation and evaluation of curriculum; effective instructional methods; and current issues and trends affecting teaching and/or learning; and (2) competence in research and evaluation. Students will be expected to apply their research skills to problems and topics related to elementary school 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) in depth knowledge of the field of reading with an understanding of the learning and instructional needs of all students, in particular design, implementation and evaluation of curriculum; effective instructional methods; and current issues and trends affecting teaching and/or learning; and (2) competence in basic and applied research and evaluation. Students will be expected to apply their research skills in the field of reading.

The Reading Education Emphasis Area requires PSYCH 833, EDLT 939, 944, plus 12 additional credit hours selected from EDLT 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 (1) an English language, mathematics, science, or social studies teacher educator in higher education; (2) a subject-specific curriculum coordinator or curriculum supervisor in a medium to large school district, state department of education, or federal government agency; (3) a teacher of English language, mathematics, science, or social studies in a small four-year or community/technical college; (4) a curriculum developer of secondary English, mathematics, science, or social studies or; (5) an educator of programs in English language, mathematics, science, or social studies in commerce and industry.

English Education Goals—Students completing an emphasis in English Education will demonstrate a research knowledge base that includes the areas of teaching composition, literary response, language development, developments in English language, and multimedia applications for the English classroom.

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

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

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

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 demonstrate: (1) In depth knowledge of disability and at-risk characteristics integrated with an understanding of how these characteristics relate to the learning and instructional needs of individuals in the (a) delivery of effective curricular and instructional, functional interventions, (b) philosophical and social contexts of special and general education, and (c) legal and organizational context of special and general education; and (2) 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 (ED F, ED SP) 980, ED SP 853, 930, 934, 935, and 12 credit hours of elective coursework that may include ED 901, 938, ED SP 936, 937.
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 competitive GRE scores, official bachelor’s and master’s degree transcripts, three letters of recommendation, current curriculum vita, and a cover letter. The cover letter must be two or three pages and should discuss (1) the candidate’s reasons for pursuing the PhD degree in Educational Leadership, particularly as relate to career and professional goals (elementary and secondary education, higher education; (2) one or more issues on which the candidate might like to do research; and (3) distinguishing characteristics that demonstrate the candidate’s potential for success in the program. This letter will be evaluated as a writing sample.

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 community educational institutions and agencies. This is accomplished through close association with and apprenticeship to faculty members experienced in research, teaching and administration.

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 advising 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 field research internship credit (ED L 985 and 986).

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 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, resume, 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 online Keirsey® Temperament Sorter®, II and Campbell® Interest and Skill Survey®. These assessments are available at www.keirseycampbell.com/. (Click on Purchase Here. Use the promotion code CLEMS0N23 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 821 Human Performance Improvement
3 - H R D 830 Concepts of Human Resource Development
– 6

Spring Semester
3 - H R D (CTE) 847 Instructional System Design
3 - H R D 880 Research Concepts and Skills
– 6

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
– 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 Performance Improvement
3 - H R D 882 Knowledge Management for Improved Performance
– 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.
ATHLETIC LEADERSHIP CONCENTRATION

First Year
Fall Semester
- H R D 820 Human Performance Improvement 6
- H R D 830 Concepts of Human Resource Dev. 6
Spring Semester
- H R D (CTE) 847 Instructional Syst. Design 6
- H R D 880 Research Concepts and Skills 6
Summer
- A L 862 Psychological Issues and Collegiate Athletics 6
- H R D 890 Instrumentation for Human Performance Improvement 6

Second Year
Fall Semester
- A L 849 Athletic Leadership Development 6
- H R D (CTE) 860 Instructional Materials Development 6
Spring Semester
- A L 864 Ethical Issues in Collegiate Athletic Administration 6
- H R D 897 Appl. Research and Development 6
Summer
- A L 861 Athletic Leadership for Intercollegiate Administration 6
- H R D 882 Knowledge Management for Improved Performance 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.

LITERACY

Master of Education

The purpose of the MEd degree in Literacy 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 Literacy 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 at least 36 credit hours of coursework and a satisfactory score on the final exam. The following courses are required of all students: ED F 702, 808, EDLT 860 (prerequisite for ESOL Emphasis), 861, 862, 863, 864, 865, 866.

The MEd in Literacy 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, EDLT 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 EDLT 880, 881, and three additional credit hours selected from ED F 880, ED SP 820, ENGL 700, EDLT 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 selected from ED C 801, 811, 812; three hours selected from ED EL 760, EDSE 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 ED LT 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, EDLT 870, 874.

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, EDLT 867, and one three-hour methods course
Content Area Courses—12 credit hours scheduled by the student and advisor
Secondary Education

Master of Arts in Teaching

The Master of Arts in Teaching in Secondary Science or Secondary Mathematics is a 39 semester hour program that can be completed in 13 months and is offered in the Greenville area. It consists of on-line and face-to-face instruction, and more than 100 hours of field experience prior to student teaching.

The MAT program is a technologically rich program in which students master the fundamentals of teaching and become skilled at motivating and helping students learn either science or mathematics at deep levels. The program addresses content directly related to the secondary classroom, educational foundations, and specific teaching methods that reflect current research in the field.

The program also provides the courses required for initial certification for grades nine through twelve in South Carolina. The program is geared primarily towards adults with a background in science, mathematics, or a related discipline who wish to change careers and enter the teaching field.

Admission Requirements

The optimal entry point into the MAT Program is during the Summer I term with a projected graduation during the Summer I term with a projected graduation. The program application deadline is April 1.

To be considered for admission, individuals must:
- Complete the online application to the Clemson University Graduate School. To ensure full consideration, applications must be received by the April 1 deadline. On the application, select Program Code 385 (Secondary Education) and indicate either science or mathematics within the application.
- Submit official transcripts from all prior institutions from which a degree was awarded or from which transfer credit is desired. A Bachelor's degree or higher is required from an accredited institution. Prior coursework should show completion of at least 30 semester credits with a C or better in the certification area or closely related discipline. Note: Additional coursework may be required to address deficiencies.
- Provide evidence of content mastery in desired field. Students are strongly encouraged to submit a passing score on the 0030 or 0070 Praxis II exam for science or the 0061 Praxis II exam for mathematics as evidence with their application. A passing score must be on file at Clemson prior to student teaching.
- Complete a departmental interview (can be scheduled before or after all application materials have been submitted).
- Include two recommendations. (Note: Recommendation forms may be sent to recommenders electronically from the online application, or PDF recommendation forms can be sent for recommenders to complete and return to the Graduate School.)
- Submit TOEFL scores, if English is not the student's first language.
- Submit a resume and indicate relevant professional work experience. Three or more years of professional experience beyond the Bachelor's degree is recommended.

Curriculum

The MAT program is composed of three elements:
1. Core pedagogical coursework (15 hours),
2. Content coursework (9 hours), and
3. Practicum and internship components (15 hours)

The discipline-specific methods courses, practicum and content literacy courses, taken in the fall semester, require students to complete a field experience in a local public high school, during which they spend two days per week in the assigned placement. During the spring semester, students complete a 15-week directed internship (student teaching) and a Capstone Seminar.

Course of Study

Summer Session I (6 credits)
- Content Course
- Teaching Students with Individual Differences and Exceptionalities

Summer Session II (6 credits)
- Content Course
- Classroom Assessment Methods
- Content Area Literacy
- Tests and Measures
- Classroom Management

MAT Spring Semester Session I (12 credits)
- Directed Internship (student teaching)
- Internship and Research Seminar
Summer Session I (3 credits)
- Content Course

Note: Content area courses must be approved by the program advisor.

Total Hours: 39

Program Requirements

Completion of the MAT for Secondary Science or Mathematics degree program is dependent upon:
- Completion of all required prerequisites
- A record of all state-required Praxis II exams on file at Clemson University, prior to student teaching. This includes a passing score on the 0030 or 0070 for science students or the 0061 for math students. Note: Passing scores on the following tests are required for certification:
  - Science: 0030 or 0070: 0624
  - Math: 0061, 0063, and 0624

Additional information can be found at http://www.ets.org/praxis/sc/requirements.

- Completion of all coursework with a grade of C or better
- Successful completion of student teaching experience

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, and complete coursework in the fall semesters.

The program is intended to strengthen and enhance teaching skills, promote research and reflection on innovative teaching strategies, and expand content knowledge.

Teaching and Learning

Master of Education

The Master of Education in Teaching and Learning includes coursework in research methods and action research, educational tests and measurement, curriculum theory and development, educational psychology, and schooling context. Students may elect to specialize in one of the following emphasis areas: Early Childhood Education, Elementary Education, Secondary English Education, Secondary Mathematics Education, Secondary Science Education, or Secondary Social Studies Education. The program is intended to strengthen and enhance teaching skills, promote research and reflection on innovative teaching strategies, and expand content knowledge.
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 competitive 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, which consists 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 maintains 30 credit hours (33 for those who have not successfully completed an undergraduate content reading course).

When the student has successfully completed 24 hours toward the degree, he/she may take the final written examination. The examination is arranged at a specified time each semester.

Core Courses—18 credit hours
ED F 778, ED EL 760, ED F 702, 770, ED 860, 808

Specialty Courses—12 credit hours
Specialty courses must be chosen in conjunction with the major advisor. Specialty coursework should be related to one of the following emphasis areas: Early Childhood Education, Elementary Education, Secondary English Education, Secondary Mathematics Education, Secondary Science Education, or Secondary Social Studies Education.

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.

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: EXST 801, HEHD 800, 801, 802, 803, 804, 805, 806, 807, 808, 891, 892.

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 disciplines focusing on genetics, health policy and ethics, theory development and quantitative and qualitative research methods. Three specialty research tracks promote advanced study in Translation Genetics [Bench Research], Applied Population Genetics as an Interventionist, or Genetics in Ethics/Health Policy. Seminars and electives bring multidisciplinary scientists to extend the knowledge and skills that translate and integrate genetic and genomic knowledge from a variety of disciplines.

1. Collaborate with other disciplines to generate knowledge and develop theories that focus on the genetic and social issues related to being a young person in today’s society.
2. Prevent and intervene youth programs to enhance the learning experience for students.
3. Prepare professionals to be well prepared with increased knowledge and enhanced skills in the youth development area.
4. Prepare leaders who will have an immediate impact on youth development in South Carolina and around the nation.
5. Link formal and non-formal prevention and intervention youth programs to enhance the learning experience for students.
6. Enhance youth serving agencies and organizations by supplying professionals who are competent in child and adolescent growth and development.

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 and social issues related to being a young person in today’s society.
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 health-care 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 genetics, 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 BIOCH 632 or its equivalent.

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

Doctor of Philosophy Certificate

The doctoral program in International Family and Community Studies educates professionals to generate, diffuse, and apply knowledge needed to strengthen communities’ capacity for family support, meaningful participation, and strong relationships, including mutual assistance. The program prepares graduates as (1) scholars in interdisciplinary institutes or academic departments on child and family studies, social policy studies, international studies, or community development; or (2) researchers, planners, or administrators in domestic or international governmental or nongovernmental agencies concerned with children, families, and/or communities.

The program is based in the Institute on Family and Neighborhood Life and relies on the Institute’s ties with related university programs in Africa, Asia, Europe, and Latin America. Students also have the opportunity to participate in the Institute’s community development, policy consultation, and empirical research projects in South Carolina and other states and nations.

With its focus on family and community life, the program touches on the most fundamental aspects of people’s everyday lives. Blending the humanities, the social sciences, and various professional disciplines, the program may be unique in its integration of normative analysis (i.e., philosophical, legal, and religious studies), empirical research, and community development. With a foundation in the study of human rights as applied to children and families around the world, the program builds a comparative understanding of U.S., foreign, and international law and policy on child and family issues and of the significance of democracy for the well-being of individuals, families, and communities. Students acquire an appreciation of the role of civil society (e.g., voluntary associations and nonprofit organizations) and primary community institutions (e.g., schools) in promoting and maintaining democracy. Such studies provide the foundations for an understanding of the principles and practices of community development and transformation, humanitarian assistance, and responsive human services. The important role and features of effective informal mutual assistance mechanisms in community life and their meaning for children and families are also explored.

To provide a richer understanding of human development and family life and to build skills for work in diverse cultures, international study is emphasized. Students are encouraged to become proficient in a foreign language to understand the cultures of the countries they study and to engage with the institutional and political systems of those countries. Students are also required to submit TOEFL scores. Both U.S. and international students are welcome, as are both new graduates and experienced professionals.

Program Requirements

The degree requires 66 credit hours of postbaccalaureate work. A minimum of 30 hours is required of postmaster’s degree students. The normal course of study requires four years for postbaccalaureate students.

The program requires FCS 810, 811, 820, 821, 822, 830, 831, 832, 833, 836; plus twelve credits selected from ANTH 603, FCS 840, 892, PSYCH 810, 811, or SOC 805.

In addition, six credits of language studies are required. (These credits may be at the undergraduate level.) Eighteen credits of dissertation research (FCS 991) are required. Students entering postbaccalaureate must also complete six hours of FCS 890.

Certificate

With the approval of the Institute Director or Associate Director, domestic or international students with a bachelor’s degree are admitted to the certificate program.

With advice from an Institute faculty member, students select one of four tracks and develop a plan of study based on courses selected from the following:

FCS 810, 811, 820, 821, 822, 830, 831, 832, 833, 835, 840, 890, 892, 893.

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), 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 Science

Doctor of Philosophy

The Department of Parks, Recreation and Tourism Management offers a Master of Science degree (MS thesis and non-thesis) and a Doctor of Philosophy degree (Ph.D.). Flexibility permits individual development in professional interest areas such as therapeutic recreation, travel and tourism management; recreation resource management and interpretation; and community recreation, sport and camp 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. Applicants for the MS (thesis) and Ph.D. must submit GRE scores.

The Master of Science (thesis) degree is designed for individuals planning to undertake doctoral study or seek employment in a research-related position. The Master of Science (non-thesis) degree is designed for practitioners desiring an advanced degree or those looking for a career change but unable or not interested in earning a degree in residence. Candidates who select the thesis option must complete a minimum of 30 hours of coursework and six hours of research culminating in a thesis. Students who select the non-thesis program must complete 27 hours of coursework and a three-hour culminating project. The non-thesis option is delivered entirely online.

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.