The College of Health, Education and Human Development offers advanced degrees in Administration and Supervision; Counselor Education; Curriculum and Instruction; Educational Leadership; Healthcare Genetics; Human Resource Development; Literacy; Middle Level Education; Nursing; Parks, Recreation and Tourism Management; Secondary Education; Special Education; and Youth Development Leadership.

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

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

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

Programs offered in the Eugene T. Moore School of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of South Carolina. In addition, school educator programs are nationally recognized by specialized professional associations. Counselor education programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**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) on-line application, (2) transcripts from previous institutions (cumulative minimum undergraduate grade-point average 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 or IELTS 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 who wish to receive building level (principal) certification must complete the courses offered in the Master of Education, with the exception of EDL 7050 and EDL 8390. Students who have not taken an introductory research course, are required to take EDL 8390. Students who wish to receive district level (superintendent) certification must complete the following courses: EDL 8050, 8100 or 9500, 8150, 8200, 8300, 8400, 8500, 8510, 8850, and 9250.

**COUNSELOR EDUCATION**

**Master of Education**

**Specialist in 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; an understanding of educational and counseling processes; knowledge in a particular field of counseling, ethical competencies; commitment to inquiry; self-awareness; advocacy dispositions.

A complete application package should include (1) online application, (2) undergraduate and graduate transcripts (cumulative minimum grade-point average 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 or IELTS 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 who wish to receive building level (principal) certification must complete the courses offered in the Master of Education, with the exception of EDL 7050 and EDL 8390. Students who have not taken an introductory research course, are required to take EDL 8390. Students who wish to receive district level (superintendent) certification must complete the following courses: EDL 8050, 8100 or 9500, 8150, 8200, 8300, 8400, 8500, 8510, 8850, and 9250.
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 mental health and school counseling emphases require 100 hours, and internships require 600 hours of on-site counseling activities and 2.5 hours per week of supervision. 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 average of 3.0 on a 4.0 scale (last 60 hours of undergraduate coursework). A complete application package should include online application, competitive GRE scores, personal statement, and two letters of recommendation. Applications to the Clinical Mental Health Counseling Emphasis Area are due by February 1 for summer and fall admission. Clinical Mental Health Counseling Emphasis Area does not admit students for spring. Applications for the School Counseling Emphasis Area are due by 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 Student Affairs graduate program is designed for students who obtain a graduate assistantship in a student affairs or student services functional unit; these assistantships are competitive and are typically obtained through the CUGARS process. The program is also designed for professionals already working in higher education settings who intend to maintain their full-time student affairs/student services employment while they complete their coursework. Because the size of each cohort is determined by (a) available assistantships and (b) faculty capacity, applicants who do not receive an assistantship with Clemson University or who are not full-time employees in higher education settings should NOT expect to have a space in the cohort. The program faculty feel strongly that students' academic coursework should be accompanied by hands-on, concurrent work experience, as students' practitioner experience is constantly referenced through the program curriculum.

Additional information is available at www.clemson.edu/hehd/departments/education/academics/graduate/MEdSC/index.html.

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

**School Counseling Core—24 credits:** EDC 8100, 8110, 8120, 8130, 8140, 8150, EDF 8010, EDL 8390

**Area of Specialization—21 credits:** EDC 8010, 8070, 8180, 8510, EDSP 8530; and six elective hours selected from a department-approved list.

**Field Experiences—15 credits:** EDC 8300, 8410

Testing Requirements
In addition to successful completion of the written final examination, students must pass the Praxis II Subject Assessment test in Professional School 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 http://www.clemson.edu/hehd/departments/education/academics/graduate/MEdSA/index.html.

The Student Affairs Emphasis requires 42 credit hours arranged as follows:

**Core Courses—nine credit hours:** EDC 8100, 8110, 8140, 8150, 8160, 8180, 8210, 8220, 8230, EDF 8010, EDL 8390, and three elective hours as approved by advisor.

**Field Experiences—15 credit hours of EDC 8360, 8460.** 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.

This program is dedicated to preparing school counselors who possess the skills and dispositions to work effectively with diverse populations, to engage in data-driven practices, and to be leaders and advocates in their schools. Students completing Clemson's program in school counseling are eligible for certification in South Carolina as elementary and/or secondary school counselors. Additional information is available at: www.clemson.edu/hehd/departments/education/academics/graduate/MEdSC/index.html.

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

**School Counseling Core—24 credits:** EDC 8100, 8110, 8120, 8130, 8140, 8150, EDF 8010, EDL 8390

**Area of Specialization—21 credits:** EDC 8010, 8070, 8180, 8510, EDSP 8530; and six elective hours selected from a department-approved list.

**Field Experiences—15 credits:** EDC 8300, 8410

Testing Requirements
In addition to successful completion of the written final examination, students must pass the Praxis II Subject Assessment test in Professional School 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.

Specialist in Education
The Education Specialist (EdS) degree in Counselor Education is designed for individuals who already possess a master's degree in counseling and who seek to further their knowledge and skills in counseling. Students entering this program must choose either a school counseling emphasis or a mental health counseling emphasis. Most students will complete the program on a part-time basis, taking 1 or 2 classes...
per semester, including summers. All students must complete the program in six years. Courses are taught in the evenings, Monday through Thursday, at 4:30 or later at either the University Center in Greenville or on Clemson’s main campus.

Admissions Requirements
A complete application package includes (1) online application including essay questions, (2) two letters of recommendation, (3) undergraduate transcripts, (4) Competitive GRE scores within 5 years, and (5) Official TOEFL/IELTS scores for International Students. The deadline for applications to the program is February 1. Only complete application packets are considered for admission.

Applications are reviewed immediately after the submission deadline on February 1 and interviews are conducted toward the end of month with initial admission decisions usually communicated by the middle of March.

School Counseling Emphasis Requirements
Individuals choosing this emphasis typically are interested in completing requirements for school counseling certification or in advancing their knowledge and skills in school counseling to be eligible for salaries at the master’s +30/EdS pay rate. Students in this emphasis must complete a minimum of 30 credits, choosing courses as follows:

1. Complete any of the courses currently required for school counselor certification not previously completed
2. Complete elective courses approved by the advisor and based on the student’s professional goals
3. Individuals seeking initial school counselor certification must successfully complete a written final exam and receive a passing score on the Praxis II Exam in Professional School Counseling during their final year in the program.

School Counseling Certification Requirements
Courses – EDC 8010, 8070, 8100, 8110, 8120, 8130, 8140, 8150, 8180, 8510, 8510, 8410, EDF 8100, EDL 8390, EDSP 8530.
Counselor Education Elective Courses – EDC 8070, 8160, 8170, 8210, 8220, 8230, 8240, 8400, 8850, 9150, 9210.

Mental Health Counseling Emphasis
Individuals choosing this emphasis typically are interested in completing requirements for counselor licensure (i.e., LPC) or advancing their knowledge and skills in mental health counseling. Students in this emphasis must complete 30 credits, choosing courses as follows:

1. Complete any of the courses currently required for the master’s degree in clinical mental health counseling that have not previously been completed
2. Complete elective courses approved by the advisor and based on the student’s professional goals.

Clinical Mental Health Counseling Courses – EDC 8050, 8100, 8110, 8120, 8130, 8140, 8150, 8160, 8180, 8210, 8220, 8230, 8360, 8460, EDF 8010, 8390.
Counselor Education Elective Courses – EDC 8070, 8160, 8170, 8210, 8220, 8230, 8240, 8400, 8850, 9150, 9210.

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 earning 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 an undergraduate degree, 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 or IELTS). The deadlines for admission consideration are October 15 and March 15 for the subsequent academic terms.

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 coursework 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 8940 and 9800).
2. 18 hours of specialized focus.
Dissertation—18 hours of ED (EDF, EDSP) 9910

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 (EDF, EDSP) 9800, EDEL 9370, 9380, 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 in 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 PSYC 8330, EDLT 9390, 9440, plus 12 additional credit hours selected from EDLT 8840, 8850, 8860, 8870, 9370, 9380, 9410, 9420, 9430, 9450. A six-hour internship is also required.
Teaching and Learning 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 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 Teaching and Learning 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: EDSC 8410, 8420, 8430, or 8440
Current Literature in Education—three hours from the appropriate area: EDSC 8460, 8470, 8480, or 8490

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 (EDF, EDSP) 9800, EDSP 8530, 9300, 9340, 9350, and 12 credit hours of elective coursework that may include ED 9010, 9380, EDSP 9360, 9370.

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
A complete application package should include competitive GRE scores, bachelor's and master's degree transcripts, three letters of recommendation, current curriculum vita, and a cover letter. The cover letter must be two to three pages in length, and should discuss (1) the candidate's reasons for pursuing the PhD degree in Educational Leadership, particularly as they relate to current and professional goals (elementary, secondary education, or 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 the 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 the 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 advisory committee.

Course Requirements
Preliminary Core Courses—The following credits are required before taking the preliminary exam: EDL 9000, 9050, 9100, 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., EDF 8790), an intermediate and advanced research course (e.g., EDF 8780, EXST 8010), and a series of directed research core courses (EDL 9880, 9890, and 9900).

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 beyond the field of Educational Leadership. 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 (EDL 9910) is required for the dissertation.
Internship—All students are required to complete three hours of field research internship credit (EDL 9860).

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 average 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 Keirsey™ Temperament Sorter® and Campbell’s™ Interest and Skill Survey®. These assessments are available at www.keirseycampbell.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 email 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 - HRD 8200 Human Performance Improvement
  - 3 - HRD 8300 Concepts of Human Resource Dev.

- **Spring Semester**
  - 3 - HRD 8470 Instructional Syst. Design
  - 3 - HRD 8800 Research Concepts and Skills

- **Summer**
  - 3 - HRD 8700 Consulting for Education and Industry
  - 3 - HRD 8900 Instrumentation for Human Performance Improvement

- **Second Year**
  - **Fall Semester**
    - 3 - HRD 8450 Needs Assessment for Education and Industry
    - 3 - HRD 8600 Instructional Materials Development
  - **Spring Semester**
    - 3 - HRD 8490 Evaluation of Training and Development/HRD Programs
    - 3 - HRD 8970 Appl. Research and Development

- **Summer**
  - 3 - HRD 8250 Organizational Performance Improvement
  - 3 - HRD 8820 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.

**ATHLETIC LEADERSHIP CONCENTRATION**

**First Year**

- **Fall Semester**
  - 3 - HRD 8200 Human Performance Improvement
  - 3 - HRD 8300 Concepts of Human Resource Dev.

- **Spring Semester**
  - 3 - HRD (CTE) 8470 Instructional Syst. Design
  - 3 - HRD 8800 Research Concepts and Skills

- **Summer**
  - 3 - AL 8620 Psychological Issues and Collegiate Athletics
  - 3 - HRD 8900 Instrumentation for Human Performance Improvement

- **Second Year**
  - **Fall Semester**
    - 3 - AL 8490 Athletic Leadership Development
  - 3 - HRD (CTE) 8600 Instructional Materials Development
  - **Spring Semester**
    - 3 - AL 8640 Ethical Issues in Collegiate Athletic Administration
  - 3 - HRD 8970 Appl. Research and Development
  - **Summer**
    - 3 - AL 8610 Athletic Leadership for Intercollegiate Administration
    - 3 - HRD 8820 Knowledge Management for Improved Performance

- 36 Total Semester Hours

**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 average of 3.0 on a 4.0 scale (last 60 hours), and competitive GRE scores.

**Program Requirements**

The program requires 36 credit hours of coursework and a satisfactory score on the final exam. The following courses are required of all students: EDF 8020, 8080, EDLT 8600 (prerequisite for ESOL Emphasis), 8610, 8620, 8630, 8640, 8650, 8660.

The MEd in Literacy offers two plans for completion of program requirements:

**Literacy Teacher Certification: K-12**

- In addition to the required courses above, students must take nine additional literacy/language arts courses from the following list: EDLT 8670, 8680, 8690, 8700, 8710, 8720, 8730, 8740, 8820, 8830, EDF 8770, 8800, EDSP 8200.

**Literacy Teacher Certification: K-12 and ESOL Emphasis**

- In addition to the required courses above, students must complete the following courses: EDLT 8730, 8740, ED 8670, 8390.

**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 content areas in which they plan to receive certification. Students are required to have passed a Praxis II test before they begin the practicum experience.

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. 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.

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, 24 in core education classes and 12 in the content areas. Core classes include: EDML 8020, EDML 8030, EDML 8080, EDML 8410, EDLT 8670, EDSP 8230, and two methods classes from among EDML 8110 and 8210 for language arts, EDML 8120 and 8220 for social studies, EDML 8130 and 8230 for math, and EDML 8450 and 8240 for science. Content classes are arranged with the content area advisor.

MAT Spring Semester Session I (12 credits)
• Directed Internship (student teaching)
• Internship and Research Seminar
• Summer Session I (3 credits)
• Content Course1

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 and 0063 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, 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 final exam. The degree requires 36 credit hours. In addition to successfully completing all required coursework and comprehensive exams, candidates must have on record scores for all Praxis II exams required by South Carolina for certification in their area of specialization (Learning Disabilities, Intellectual and Developmental Disabilities, or Emotional/Behavioral Disorders) prior to graduation.

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 average of 3.0 on a 4.0 scale (last 60 hours), and competitive GRE scores.
Program Requirements

Required Courses—EDF 7780, EDSP 8200, 8210, 8220, 8230, 8410, 8530, 8540

Area of Emphasis—9-12 credit hours

Students choose one from the above areas. Courses in each area partially fulfill requirements for South Carolina certification in that area.

- Emotional/Behavioral Disabilities—EDSP 8130, 8140, 8150, and 8151
- Learning Disabilities—EDSP 8110, 8110*, 8120, and 8121
- Mental Retardation—EDSP 8760, 8870, 8980, and 8818
- Electives—Three credit hours are required. EDLT 8650 is recommended for those intending to work in elementary settings. EDSP 8400 is recommended for those intending to work in secondary settings.

EDSP 8110 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.

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, English Education, Mathematics Education, Science Education, or Social Studies Education. The program is intended to 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 average of 3.0 on a 4.0 scale, and acceptable 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 final 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

EDEL 7600, EDF 8000, 8020, 8770, ED 8600, 8080

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, English Education, Mathematics Education, Science Education, or 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 synchronous and asynchronous distance education technologies. Minimum technology requirements for this program include access to e-mail and the Internet with the ability to read CD-ROMs and DVDs.

This program has a strong relationship with youth-serving 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 8010, HEHD 8020, 8010, 8020, 8030, 8040, 8050, 8060, 8070, 8080, 8910, 8920.

Admission Requirements

A complete application package should include proof of a baccalaureate degree with a minimum grade-point average of 3.0 on a 4.0 scale, a 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 Policy/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 expand knowledge of genomics into models of practice.

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. Competitive GRE scores (most successful applicants will have at least a 153 on the verbal section, a 144 on the quant section and a 4.0 for the 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.)
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 studies of world regions and in communication in a language other than their own. Building on the Institute's relationships with universities in developing and transitional countries and communities, students may spend time at an affiliated center outside North America, where they engage in supervised research and/or public service.

Admission Requirements

Applicants must hold a bachelor's or a master's degree from an accredited degree program. In addition to strong academic performance, evidence from volunteer and/or professional public service is desirable. Students must submit GRE and/or Miller's. Applicants must have scores, three letters of recommendation from professionals familiar with the applicant's academic work and/or community service, and a 500-word essay on the applicant's career aspirations and goals and their relation to this graduate program. Students for whom English is not the first language are also required to submit TOEFL or IELTS scores. Both U.S. and international students are welcome, as are those who have earned postgraduate degrees.

Program Requirements

The degree requires 66 credit hours of postbaccalaureate coursework. 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 8100, 8110, 8200, 8210, 8220, 8300, 8310, 8320, 8330, 8350, 8400, 8900, 8920, 8930.

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.
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; park and conservation area management; 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.

PUBLIC ADMINISTRATION

Master of Public Administration

The Master of Public Administration degree program requires 39-42 credit hours, depending on the student’s background. All MPA students must complete seven core courses (PADM 7020, 8210, 8220, 8270, 8290, 8410, 8620). In addition, one level of government course (PADM 8670, 8680) and five electives must be completed. Finally, all students must demonstrate a proficient knowledge of the field of public administration by passing a comprehensive examination. Students may request to take PADM 8800 in lieu of the comprehensive examination.

Certificate in Public Administration

Admission Requirements

Students from any department or discipline may elect to complete the certificate program. Students who are already enrolled in a graduate degree program must obtain written approval from their graduate programs/advisors and the MPA Director. No prerequisites are required of these students.

In addition to the conditions above, international applicants are required to demonstrate that they satisfy the University’s minimum English language proficiency requirements or equivalent.

Students currently pursuing MPA coursework in a non-degree status may apply for the Graduate Certificate in Public Management. The hours earned in a non-degree status may be applied to the certificate program requirements (within four years of completion of the courses).

Course Requirements

Courses are determined by the student’s educational needs and career objectives and must be reviewed and approved by the MPA coordinator. Other graduate courses may be substituted in the elective sequence with the approval of the MPA director. Program participants must maintain an overall minimum grade-point average of 3.0 in the certificate program. Certificate courses must be completed within a span of four years.

A graduate certificate will be awarded upon completion of 15 credit hours of study, as outlined below and submission of a Certificate Portfolio, which will consist of a compilation of the cumulative coursework accomplished in the program.

The certificate requires at least one core course and four additional courses of the student’s choosing. They can be from the core course listing or any set of specialization courses offered in the MPA program.

The following coursework is required:

Core Sequence—at least one core course selected from PADM 8210, 8220, 8270, 8290, 8620

Credit earned for a certificate may be applied toward the Master of Public Administration degree with the advice and approval of the MPA Director.

The Master of Public Administration degree and the Certificate in Public Administration are offered on-line programs.