Public Art Project, Wedge of Lee III

PH.D. IN
DESIGN AND THE BUILT ENVIRONMENT
HANDBOOK, 2024-2025
(VER. 07.29.2024)

CLEMSON®
School of ARCHITECTURE

CONTENTS

INTRODUCTION

Welcome/Purpose of this Handbook

Welcome to the Design and the Built Environment (DBE) doctoral program in the School of Architecture at Clemson University. We wish you success at every stage of your academic journey. This handbook intends to familiarize you, as a graduate student in DBE, with the requirements, policies, and procedures involved throughout your graduate experience. The rules and regulations in this handbook govern our academic programs and describe the duties and responsibilities of graduate students in the program. These rules and regulations, developed through the years and in conjunction with the Graduate School Policies and Procedures, have proven to be beneficial for both students and faculty in the program. In addition, this handbook provides helpful information and resources to ease and enhance your experience in the program. Each student is expected to be familiar with the contents of this handbook.

DBE Program Values

Vision

The vision of the Ph.D. Program in Design and Built Environment (DBE) is to be a forward-thinking academic community of faculty and students working across disciplinary boundaries to create new knowledge to advance the design of the built environment.

Mission Statement

The Ph.D. Program in Design and Built Environment (DBE) aims to prepare the next generation of academics and professionals to address diverse and complex issues involving the built environment. The doctoral program leverages the complementary strengths of architecture, landscape architecture, planning, and related fields that collectively contribute to new knowledge that improves the design of built environments, design disciplines, and professional practice.

Goals

The DBE Program is guided by two overarching goals:
1. The program aims to teach students research competencies related to the design of the built environment.
2. The program aims to create the next generation of academics, researchers and practitioners who utilize research and scholarship to improve our built environment.

Pedagogy

The method and teaching in the program follow some core principles:
- Encourage cross-disciplinary research opportunities where students can learn how to conduct research using different approaches, methods, data collection tools, and analytical procedures.
- Offer a flexible curricular platform to investigate various topics of interest
- Cultivate the specialist and the generalist
- Harness the strengths in the shared intersections across design disciplines, leveraging both the breadth that comes from collaborations in a program and the depth gained from being within a specific research area.
- Identify cross-cutting themes that address critical issues influenced by the built environment such as health, climate change, sustainability, and social equity.
- Connect students to real-world research and practical applications.

About the Program

The Ph.D. Program in Design and Built Environment (DBE) in the School of Architecture is a three to four-year postgraduate research degree recognized as the highest level of academic achievement. The doctoral program prepares the next generation of academics and professionals in research and scholarship to advance the design of the built environment, the design disciplines, and professional practice. The program builds on an interdisciplinary mindset, offering students enhanced opportunities from shared intersections across complementary design disciplines, leveraging the breadth that comes from collaborations and depth from focused research. The fields of architecture, landscape architecture, urban design, planning, historic preservation, and real estate development anchor the doctoral program with seamless connections to the professional degree programs in the school. The flexible curricular platform offers students opportunities to investigate topics of interest, harnessing the assets in the school, college, Clemson campuses, and numerous partnerships.

There are two paths to earning a Ph.D.: A four-year bachelor's to Ph.D. pathway and a three-year master's to Ph.D. pathway. Graduates of the program often become leaders in their selected fields and find employment in academia, government, public and private research centers and institutes, and different industry sectors.

Contact Information

DBE Program Co-directors:

Dina Battisto, Ph.D.	Vincent Y. Blouin, Ph.D.	Ufuk Ersoy, Ph.D.
Professor	Associate Professor	Associate Professor
School of Architecture	School of Architecture	School of Architecture
dbattis@clemson.edu	vblouin@clemson.edu	uersoy@clemson.edu
2-321 Lee Hall	2-138 Lee Hall	3-115 Lee Hall

The Program Co-directors promote the program, orchestrate recruiting activities, and make recommendations regarding graduate admissions offers. They also oversee the regulations and procedures of the program, coordinate the curriculum, and interact with the Graduate School on student matters such as student status, assistantships, and fellowships. The Program Co-directors are your first contact should any issue arise regarding your academic progress or the program curriculum.

Program Support Staff:

Program Admin Assistant	Student Services Coordinator	Human Resources Assistant
Lillian Burns	Shay Vinson	Esther L Kauffman
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Faculty

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Buckman, Stephen	stbuckman@clemson.edu	

PART 1: APPLICATION AND ADMISSIONS

Clemson University Graduate School Admission Requirements

The Graduate School admission requirements and application form is available online at https://www.clemson.edu/graduate/admissions/apply/index.html

See the Graduate School Policies and Procedures Handbook for more information on the Application Process, Application Fee and Status, Admissions Process, Orientation and Registration and Clemson Email and Official University Communication.

DBE Application Requirements

A master's degree is preferred for admissions. However, applicants with a bachelor's degree and an exceptional record of academic achievement complemented by professional experience are also eligible to apply.
Deadline: January 15th

Below are the required documents to be submitted with your application:
1. **Graduate School application form**, available at
   https://www.clemson.edu/graduate/admissions/apply/index.html
2. **Unofficial transcripts**. Official transcripts will only be required if admitted.
3. **Statement of Interest and Research Statement** (2-page maximum), including your reasons for pursuing a Ph.D. at Clemson, short and long-term career goals, research experience, research topic or framework you are interested in, and potential Ph.D. faculty members you wish to work with during your studies.
4. **Resume**
5. **Writing samples** including published papers, thesis manuscripts, or unpublished research articles.
6. **Design Portfolio** if you want to be considered for a teaching assistantship for the design studio.
7. **Three letters of recommendation** (2 must be from academics)
8. **English Language Proficiency Test for International Students** (e.g., TOEFL, IELTS, Duolingo, PTE)

9. **GRE scores** (Clemson's institution code is 5111).

To apply to the program, please visit the Graduate School Application for Admissions webpage at https://gradapply.clemson.edu/apply/. For additional information, please visit Clemson University's Graduate School webpage at https://www.clemson.edu/graduate/.

Questions may be directed to the program co-director Vincent Blouin at vblouin@clemson.edu. Although it is not a requirement, students are encouraged to visit the campus and meet with faculty and students in the department.

After submission of the application documents, applications are reviewed by the DBE Admissions Committee to determine whether the applicant meets the minimum requirements for admission into the program. The program faculty also reviews the accepted applicants and determines a match. Upon assignment to an advisor, the qualified applicant is admitted to the program and informed of the decision through the formal notification of Graduate Admissions. Graduate assistantships supported by the department are limited and awarded based on qualifications and merit of the applicant pool.

The process takes 6 to 8 weeks; thus, applicants are usually notified of their acceptance or decline by mid-March of each year. If you have not received a decision letter by April 1st, you may email the program co-director Vincent Blouin at vblouin@clemson.edu, to inquire about the status of your application and/or check the application status website.

PART 2: ACADEMICS

Academic Program Basics

All students should familiarize themselves thoroughly with the Graduate School and Clemson University academic policies and procedures as outlined in this handbook and provided on the Office of Student Affairs Policies page on the University website. Students should consult their graduate program handbooks and their graduate program coordinators or department chairs for specific details within their degree program, which may have more stringent requirements.

Academic Integrity

An academic environment of integrity is one in which students, faculty and staff interact with each other from a position of mutual trustworthiness. As a member of the consortium of institutions comprising the International Center for Academic Integrity, Clemson University has committed itself to preparing a community of scholars dedicated to integrity in teaching, research, scholarship, mentorship and the acquisition and display of professional values of *trust, honesty, fairness, responsibility, respect*, and *courage*[1] Clemson graduate students are expected to avail themselves of the many opportunities and resources on and off campus to learn how to engage in professional practice with integrity. The Graduate School and the community of scholars engaged in graduate-level education will respond vigorously and expeditiously to charges of violations of academic integrity. The Graduate School and the graduate faculty will respond vigorously to charges of violations of academic integrity. To create a culture that values academic integrity:
- Faculty must be clear on syllabi and in instructions to students about the academic expectations for completing assignments;

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[1] *The Fundamental Values of Academic Integrity*, 3rd Edition. The Center for Academic Integrity, October 1999; revised 2021. Accessed at https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf.

- Students must be aware of academic integrity policies and expectations and must be proactive in asking for clarification on procedures for completing assigned work;
- Graduate programs must engage students in discussions about disciplinary-specific issues and professional practice relative to academic integrity;
- Research mentors should inform students of prominent cases of academic dishonesty by other faculty and graduate students to heighten students' awareness;
- Advisory committees should discuss integrity in relation to master's or doctoral degree requirements, comprehensive exams, etc., and should be proactive in screening these products for violations.

Graduate Faculty Status

The Graduate Faculty is the group of faculty qualified and approved to direct the learning of graduate students through effective teaching at the graduate level and mentoring students' professional development and research progress. Three categories of graduate faculty are defined as: Graduate teaching faculty, Graduate advising faculty, and Graduate directing faculty. Graduate teaching faculty are approved to teach graduate-level courses. Graduate advising faculty are approved to be regular members of graduate student advisory committees. Graduate directing faculty are approved to teach graduate courses, act as members of graduate advisory committees, direct theses and dissertations, and chair graduate student advisory committees. Graduate directing faculty who decide to leave the faculty of Clemson University may retain their Graduate directing faculty status for a period of one year. The intent is to allow a faculty member who leaves Clemson to continue as the advisory committee chair for a student who remains at Clemson and allow the advisory committee to remain intact as is, if the student and faculty member agree it is in the best interest of the student. Under extraordinary circumstances, this status may be extended for an additional year upon approval by the dean of the Graduate School.

Clemson faculty who have graduate faculty status are eligible to serve on a student's advisory committee. This means that tenured and tenure-track faculty are eligible for graduate directing faculty status (and therefore are eligible to chair student advisory committees). Non-tenure-track faculty ranks, scholars or experts outside of Clemson are eligible to serve on committees and will be handled on a case-by-case basis. Graduate faculty status is awarded, both for tenured/tenure track and non-tenure-track faculty ranks by the School of Architecture's TPR committee.

Advisor and Advisory Committee

Advisor (major advisor, committee chair)

Every student enrolled in a graduate program must have a major advisor. Faculty with graduate faculty status and who have a doctoral degree are eligible to serve as a major advisor. The major advisor is the faculty member who provides general guidance throughout your program of study. The major advisor will recommend initial courses to be taken until the advisory committee is selected. Initial coursework should be of a fundamental or core nature so that the full advisory committee, once constituted, will have maximum flexibility to formulate the remainder of your program of study. Your major advisor, in consultation with the graduate program coordinator or department chair, will assist you in selecting the members of your advisory committee. The major advisor is responsible for chairing the advisory committee meetings and providing realistic expectations for completing the degree requirements. More than one faculty member may co-chair an advisory committee.

Doctoral students must select an advisor and submit their GS2 Plan of Study no later than the beginning of their fourth semester of study following matriculation. After these deadlines, you may be blocked from registering for future courses until you submit a plan of study. Review your program's graduate program handbook for the written

procedures for the selection of the major advisor. The Graduate School supports your right to have significant control over selecting your major advisor (including the ability to change advisors) and your advisory committee.

Graduate Advisory Committee

A student's advisory committee approves your degree curriculum, supervises your graduate program, administers the final oral examination (if required), and initiates the recommendation for awarding the degree. In addition, the advisory committee may administer qualifying (or preliminary) or final comprehensive examinations. One committee member is designated as chair (or major advisor) and normally directs your dissertation, if required.

Every student enrolled in the Graduate School must form an advisory committee no later than the middle of their second semester after matriculation into a master's or specialist's degree program or no later than the beginning of the fourth semester of their doctoral program. Individual programs that require a standing exception to the timeline for curricular reasons may appeal for an alternative timeline to be approved by the dean of the Graduate School.

Committee composition
A minimum of four graduate faculty members must likewise be selected by a student seeking a doctoral degree. All members of an advisory committee must be graduate advising or graduate directing faculty. The majority of the advisory committee, including the chair, must be full-time Clemson University tenured or tenure-track faculty as defined in the Faculty Manual (two out of four counts as a majority where an advisory committee contains four members). The chair, or co-chair, or at least half of the committee must have a primary appointment in the department or school housing the student's degree program. If the student declares a minor, this area must be represented on the committee. Committee members of interdepartmental programs are to be appointed according to policies formulated by the program faculty and endorsed by the academic unit housing the degree program. These policies must be documented in the bylaws or the policy document appropriate to the unit housing the degree program.

Major advisor or committee chair
Faculty holding graduate directing faculty status (see the "Graduate Faculty Status" policy in the Graduate School Handbook) are eligible to serve as the major advisor or chair of the committee.

Committee co-chair
Faculty holding graduate advising or graduate directing faculty status (see the "Graduate Faculty Status" policy in the Graduate School Handbook) are eligible to serve as co-chair of the committee.

Time limit for departing/retiring faculty serving as major advisor/committee chair
Departing/retiring faculty members who are serving as chair of one or more student graduate advisory committees may continue to serve as chair of a dissertation committee for a period of up to one year with the following conditions:
- A student and departing/retiring faculty member mutually agree to retain the departing/retiring faculty member as chair of the dissertation committee;
- A doctoral student has already advanced to candidacy by completing their comprehensive exam and has an approved dissertation proposal;
- A student has a scheduled final defense date within one calendar year of the departing/retiring chair's separation from the University; and
- The department chair supports the departing/retiring faculty member in continuing in that role and maintaining the existing committee structure.

The student may reformulate the committee at any time by moving their previous chair to a co-chair, member, or non-active role. The student must do so after one year has elapsed since the separation.

Chairing a dissertation in the DBE Program

To be eligible to chair a dissertation committee, a faculty member must have their academic appointment in the School of Architecture, have a Ph.D. degree and graduate faculty status, and be in the DBE Ph.D. Program.

Persons not employed by the University

Certain non-employees may serve on student advisory committees. External individuals (e.g., tenure-track faculty at other institutions, scholars employed in industry or other non-academic venues, etc.) who hold graduate advising faculty status, and are active scholars in an area relevant to the dissertation, may serve as a committee member. External committee members may not serve as chair of the student advisory committee.

Doctoral Degree Requirements/Program Overview

Coursework leading to the doctoral degree is planned to give students a comprehensive knowledge of the field of specialization and a mastery of the methods of research. The degree is not awarded solely based on coursework completed, residence, completion of preliminary or comprehensive examinations, or other routine requirements. The final basis for granting the degree is a student's grasp of the subject matter across a broad field of study, their competence in planning and conducting research, and the ability to express oneself adequately and professionally, both orally and in writing. Ultimately, only a student's advisory committee can certify that you have earned this degree.

In most cases, students enter the program with a master's degree in a design discipline, such as architecture, landscape architecture, or planning. Additionally, exceptional students with a bachelor's degree may be accepted into the doctoral program and are required to take a foundational year of coursework. Students from other disciplines, such as engineering, business or the social sciences, may be required to take prerequisite coursework.

There are two paths to earning a Ph.D.: A bachelor's to Ph.D. pathway and the most common master's to Ph.D. pathway. Graduates of the program often become leaders in their selected fields and find employment in academia, government, public and private research centers and institutes, and different industry sectors.

Bachelor to Ph.D. Pathway (Foundational Track)

The Foundational Track is the pre-requisite year for students admitted into the bachelor to doctorate pathway. The bachelor to Ph.D. pathway is a four-year program of study for exceptional students with an undergraduate degree in a design-related field. It includes a foundational year of studies to earn a minimum of 26 credit hours to develop core competency knowledge and skills, followed by 61 credits in the Common Track for a total of 87 credits. The Foundational Track includes theories courses (6 credits), research methods (6 credits including 3 required credits and 3 elective credits approved by a student's advisor), research colloquium (2 credits) and electives (15 credits).

Foundational Track Courses	Credits
Required Courses	**8 total**
DBE 8050: Critical Reading and Writing	3
ARCH 8210: Research Methods or LARC 8210: Research Methods	3
DBE 8120: Research Colloquium	2
Electives (6000+ Graduate level courses)	**18 total**
Research Methods elective	3
Theory elective	3
General Electives	12
Total credits (Required + Electives)	**26 total**
Common Track Courses	**Credits**
Required Courses	**19 total**

DBE 8010: Advanced Theory	3
DBE 8050: Critical Reading and Writing	6
DBE 8120: Research Colloquium	4
DBE 8150: Research Design & Methods	3
DBE 8160: Research Design Practicum	3
Electives (6000+ Graduate level courses)	**21 total**
Advanced Methods Courses	6
General Electives	15
Doctoral Dissertation Research	**21 total**
Total Courses (Required + Electives + Dissertation Research)	**61 Credits Total**

Master to Ph.D. Pathway (Common Track)

The Common Track offers a three-year master to doctorate pathway for students in a design-related field or other complementary degrees. The curriculum is comprised of 61 credits broken down as follows: core courses (19 credits), electives (21 credits) and dissertation credits (21 credits). This track also includes comprehensive exams (written and oral sections) that students can take after earning a minimum of 40 credits.

Common Track Courses	Credits
Required Courses	**19 total**
DBE 8010: Advanced Theory in Environmental Design	3
DBE 8050: Critical Reading and Writing	6
DBE 8120: Research Colloquium	4
DBE 8150: Research Design & Methods	3
DBE 8160: Research Design Practicum	3
Electives (6000+ Graduate level courses)	**21 total**
Advanced Methods Courses	6
General Electives	15
Doctoral Dissertation Research	**21 total**
Total Courses (Required + Elective + Dissertation Research)	**61 Credits Total**

Below is a sample curriculum map for the two pathways to earn a Ph.D.: Bachelor to Ph.D. (Foundational Track) and Master to Ph.D. (Common Track).

TRACK	Foundational Track			Common Track									
YEAR	0			1			2			3			
SEMESER	FALL	SPRING	S	FALL	SPRING	S	FALL	SPRING	S	FALL	SPRING	S
COURSES	DBE 8120 Research Colloquium 1 credit	DBE 8120 Research Colloquium 1 credit		DBE 8120 Research Colloquium 1 credit	DBE 8120 Research Colloquium 1 credit		DBE 8120 Research Colloquium 1 credit	DBE 8120 Research Colloquium 1 credit		DBE 9910 Dissertation Research	DBE 9910 Dissertation Research	DBE 9910 Dissertation Research
	ARCH 8210 or **LARC 8210** Research Methods 3 credits	Research Methods Elective 3 credits		**DBE 8010** Advanced Theory 3 credits	Research Methods Elective 3 credits		**DBE 8150** Research Design & Methods 3 credits	**DBE 8160** Practicum 3 credits				
	DBE 8050 3 credits	Theory Elective 3 credits		**DBE 8050** Critical Reading & Writing 3 credits	**DBE 8050** Critical Reading & Writing 3 credits		Research Methods Elective 3 credits	Elective 3 credits				
	Elective 3 credits	Elective 3 credits		Elective 3 credits	Elective 3 credits		Elective 3 credits	Elective 3 credits				
	Elective 3 credits	Elective 3 credits										
TOTAL CREDITS	13	13		10	10		10	10		1-9	1-9	1-6
	26 credit hours (Foundational)			**61 credits (Common)**								

Note: Summer semesters are flexible and for advancing research topics through directed studies or electives. Students on an assistantship are required to take 6 credits in the summer and 9 credits in the fall and spring semesters. Students generally take their comprehensive exam (written and oral) during the summer of the second year or fall of the third year.

Course Descriptions

The courses below constitute the DBE curriculum and are shown in [Clemson University's Catalog System](#) in the graduate catalog.

DBE 8010 - Advanced Theory in Environmental Design *(3 credits)*

Critical assessment of history and theory in the fields related to environmental design. Topics include scientific knowledge, interpretive and critical inquiry, theories of urban form and human settlement. Students are expected to have completed a master's-level course in theory related to environmental design before enrolling in this course.

DBE 8050 - Critical Reading and Writing *(3 credits)*

Historical and contemporary readings in architecture and landscape architecture are designed to provide exposure and depth of coverage for important works in the field. May be repeated for a maximum of nine credits.

DBE 8120 - Research Colloquium *(1 credit)*

Weekly colloquium to provide a forum for faculty, students and invited speakers to address important issues of the day. May be repeated for a maximum of six credits. To be taken Pass/No Pass only.

DBE 8150 - Research Design and Methods *(3 credits)*

Covers the philosophy, approaches, and methods for scientific research. Within this context, students prepare a preliminary proposal for their dissertation research. *Prerequisite:* DBE 8010, Advanced Theory in Environmental Design.

DBE 8160 - Research Design Practicum *(3 credits)*

Provides an opportunity to improve and test the ability to employ the craft of research by carrying through a semester-length research project that will be the preliminary research for the student's dissertation project. *Prerequisite:* Consent of instructor.

DBE 9900 - Directed Studies *(3 credits)*

Special topics not covered in other courses. Emphasizes field studies, research activities and current developments in fields related to environmental design. May be repeated for a maximum of 18 credits. *Prerequisite:* Consent of advisor.

The purpose of directed studies is to allow students to pursue independent field studies or research activities that support their research topics with a faculty member supervising the work. In order to take a directed study, a student must:

- Request DBE 9900 on or before the dates for preregistration for the semester during which you plan to take the directed study.
- Seek approval from the instructor who will supervise the directed study.
  - Develop a proposed plan for the directed study between the instructor and the student. The proposal may include the following:
  - A course prospectus (i.e., the purpose of study and description of the course)
- A bibliography of primary and secondary readings
- The instructor of record for the directed study must set up the course with the administrative assistant of the DBE Program.

DBE 9910 - Doctoral Dissertation Research *(1-21 credits)*

Doctoral Dissertation Research. May be repeated for a maximum of 21 credits. To be taken Pass/No Pass only.

DBE Research Clusters

While the research topics from the faculty in the doctoral program vary, four clusters emerge that offer synergistic opportunities and leverage the assets within the school. The four clusters are the Built Environment + Health, Resilient Communities and Sustainable Landscapes, Building Technologies and Digital Ecologies, and History and Theory in Architecture, Society & the City.

Cluster 1: Built Environment + Health, Point of contact: Dina Battisto

Faculty and students within this cluster leverage the strengths of Clemson's reputable <u>Architecture + Health</u> Program and the <u>Center for Health Facility Design and Testing</u>. Building on the success of these programs, research studies often employ interdisciplinary teams and evidence-based design approaches to investigate how healthcare facilities contribute to outcomes such as clinical outcomes, operational efficiency, clinical effectiveness, occupant satisfaction, social equity, and the ability to accommodate change. Various research approaches are used throughout the design process, such as pre- and post-occupancy evaluations, simulation-based research, and virtual reality/artificial reality applications. Our community of scholars explores critical conversations around ways to create better-designed environments that promote health at all scales, across different geographic contexts, for diverse populations and across multiple building typologies and spaces. We strive to generate practical research that can be applied to forward-thinking practices and global movements interested in creating knowledge that improves human, community and planetary health.

Examples of research topics:
Health Facility Design and Testing
Evidence-based healthcare design
Design for health and wellness
Healthy communities
Pre- and Post-Occupancy Evaluations
Design for mental health
Design for special populations
VR/AR applications in healthcare design
Environment and behavior studies

Core faculty:
Dina Battisto, Vincent Blouin, Hyejung Chang, Lyndsey Deaton, Anjali Joseph, Hala Nassar, Elysse Newman, Matthew Nicolette, and Mary G. Padua

Partner programs:
Nursing; Public Health; Sociology; Psychology; Computer Science; Industrial Engineering; Parks, Recreation and Tourism Management

Cluster 2: Resilient Communities and Sustainable Landscapes, Point of contact: Mary G. Padua

The Resilient Communities and Sustainable Landscapes area aims to advance knowledge on cultivating socially just communities and sustaining cultural, natural and visual resources for the future amid changing conditions. Research in this area is multi-scalar, poly-modal, and expansive to leverage integrated, community-based approaches to land use planning and design development. The group of scholars in this area works within various scales, typologies and geographic contexts with a common goal of generating knowledge to create thriving, resilient, and healthful communities. Topics are diverse and may include land ethics, people and their well-being, the conservation of communities, buildings and landscapes of cultural significance, biodiversity, climate change, and the preservation of natural resources. Methods of inquiry and research

strategies are extensive to cover a range of topics.

Examples of research topics:
Learning landscapes
Land-based cultural identity and cultural landscape heritage
Therapeutic and restorative landscapes
Adaptive strategies for communities facing scarcity of natural resources
Carbon-neutral landscapes and communities
Socially just and sustainable planning and design
Resilient urban design & planning
Placemaking and meaning of place
Urban design and public space
Spatial equity and health
Green and blue-green infrastructure
Aging in Place

Core Faculty:
Dina Battisto, Vincent Blouin, Hyejung Chang, Lindsey Deaton, Anjali Joseph, Hala Nassar, Matthew Nicolette, and Mary G. Padua

Partner Programs:
Parks, Recreation and Tourism Management, Forestry and Environmental Conservation; Institute for Engaged Aging; Institute for Family and Neighborhood Life; Plant and Environmental Science; Public Health Sciences; US Play Coalition

Cluster 3: Building Technologies and Digital Ecologies, Point of contact: Vincent Blouin
The Building Technologies and Digital Ecologies research area aims to create new knowledge in architecture and building construction materials, systems, technologies, and processes, enhancing both built and natural environments, as well as our daily lives. Students are prepared for careers in research, teaching, and specialized fields, advancing theoretical, methodological, and practical knowledge in design and construction disciplines within an increasingly digital, networked, and environmentally vulnerable world. Students leverage the expertise of doctoral faculty, graduate programs in the School of Architecture, and related academic programs across campus, including engineering, computer science, and construction sciences.

Examples of research topics:
Sustainability
High-performance buildings
Systems Integration
Advanced building materials and systems
Numerical simulations
Parametric design
Morphology
Computational design
Data visualization

Core faculty:

Dina Battisto, Vincent Blouin, Anjali Joseph, Carlos Kleiss, Elysse Newman, Tessa Lavendar, Matthew Nicolette, Jim Stevens, and Berrin Terim

Other Programs worked with:
Nieri Construction Science and Management; Civil Engineering; Material Science and Engineering; Mechanical Engineering; Computer Science; Nursing

Cluster 4: History and Theory in Architecture, Society & the City, Point of contact: Ufuk Ersoy
The History and Theory in Architecture, Society and the City research area aims to generate scholars and intellectuals who will significantly contribute to architecture, landscape architecture, and urban design disciplines. While the interdisciplinary curriculum of the research area primarily intends to provide a normative or interpretive outlook and a critical stance sensitive to current social, environmental, and technological concerns, its comprehensive trajectory encourages research projects in different scales, ranging from sites and buildings to cities in diverse historical, social, geopolitical, and cultural contexts. The depth of research among affiliated faculty, which differs in content and methods, builds upon core theoretical frameworks.

Examples of research topics:
History and Theory of Architecture
History and Theory of Landscape Architecture
History of Urbanization and Urban Design
Architectural Representation and Pedagogy
Critical Thinking, Hermeneutics and Phenomenology
Ethics and Aesthetics
Social and Environmental Justice
Anthropology, Sociology and Humanities
Space Perception and Neuroscience

Core faculty:
Hyejung Chang, Lyndsey Deaton, Ufuk Ersoy, Peter Laurence, Andreea Mihalache, Elysse Newman, Mary Padua, and Berrin Terim

Partner programs:
Ph.D. in Rhetorics, Communication, and Information Design Program; Ph.D. in Construction Science and Management Program; Master of Architecture Program

Plan of Study (GS2 Form)

If you are a degree-seeking student, you must file a GS2 Plan of Study or graduate degree curriculum (accessed via iROAR) near the beginning of your program of study. This planned program represents your individual curriculum as recommended by your advisory committee. It must adhere to departmental as well as University policies. Your advisory committee determines the total number of graduate credits required for the degree, consistent with the specific program guidelines and Graduate School policy. These credits constitute the core of your graduate degree curriculum. All transfer courses listed on the GS2 must conform to the policies on transfer courses (see Transfer credit below). These documents may evolve, with advisory committee approval, throughout the course of your degree program, and changes should be reviewed and approved by your committee, and a new GS2 form submitted whenever a change occurs. The Graduate School website provides additional Plan of Study instructions online. If you experience a problem completing or routing your Plan of Study, please email GS2Help@clemson.edu.

Deadlines

Students pursuing a doctoral degree must submit the GS2 Graduate Advisory Committee Selection no later than the beginning of their fourth semester of study following matriculation. All graduate students must submit a final GS2 Plan of Study by the deadline listed on the graduation deadlines web page. Failure to meet these deadlines may result in a registration block, late fees and/or inability to graduate when desired. Students are encouraged to submit an initial GS2 Plan of Study before enrolling in the majority of credit hours required for their degree and after consulting with their advisory committee regarding the coursework that best supports their research goals and/or other future plans. As the student continues to matriculate and plans change, the GS2 Committee Selection and Plan of Study may be resubmitted.

Continuous Enrollment

There is no requirement for continuous enrollment. If a student wishes to stop out of their graduate program for any reason, no paperwork is required by the Graduate School. We encourage students to notify their advisor and/or program coordinator of their decision to step away from their graduate education. The student's account will be made inactive if there is no enrollment after a certain period of time. An inactive account prevents the student from registering for future classes. When the student wishes to return, they will need to complete the Request for Re-Entrance form.

Time Limit

All requirements for the doctoral degree must be completed within eight (8) years from the date of the student's first matriculation into the doctoral degree program at Clemson. The time limit applies to all doctoral programs, even in cases where a student is pursuing a master's degree or specialist degree (Ed.S.) en route to the doctorate. This clock does not stop for any time a student is not enrolled (e.g., if a student begins in Fall 2018, the 8-year time limit is reached in Fall 2026). Programs may petition for different time limits for their program for good cause. In exceptional circumstances, a student may petition the Graduate School for additional time with the approval of the advisory committee. A student who exceeds the time limit without an extension can be dismissed from the Graduate School for failure to maintain adequate academic progress.

Transfer Credit

Independence of graduate degrees
A graduate student who has completed the requirements for a graduate degree may not then use those same credits toward a second degree. The exceptions to this rule are the master's degree en route to the doctorate and students approved for the dual degree option.

Research, internships, theses and dissertations
Under no circumstances will transfer credit be awarded for research, internships, master's thesis work, or doctoral dissertation work performed at another university.

Your doctoral advising committee will make the final determination about courses eligible for transfer credit. All graded credits transferred to Clemson's graduate programs must have been completed at a regionally accredited institution and must be verified by the submission of an official transcript. Grades earned for courses taken at institutions other than Clemson University will not be included in the student's grade point ratio. Valid transfer credits will appear on your transcript as credits earned. Under no circumstances will transfer credit be awarded for courses in which a grade lower than B (or its equivalent) has been received; courses graded on a pass/fail basis; continuing education units; courses completed outside the six-year (master's) or eight-year (doctorate) time limit for degree completion; for correspondence, extension, or in-service courses; or for concentrated courses and workshops that award credit at a rate exceeding one credit per week.

All transfer courses listed on the [GS2 Plan of Study](#) must be courses taken for credit from a regionally accredited degree-granting institution whose scholastic reputation is acceptable to Clemson University and your advisory committee and department.

> ***Procedure for student:***
> To have courses considered for transfer, you must discuss with your major advisor and/or advisory committee your proposal to use specific courses from other institutions. Within the guidelines established by the Graduate School, the advisory committee will identify courses acceptable for transfer and will record these courses on your [GS2 Plan of Study](#). You must then have an official transcript sent from the institution(s) where credit was earned to the Office of Enrolled Student Services, 104D Sikes Hall. Only when courses have been verified by Enrolled Services to meet all Graduate School requirements will they be approved for application toward the degree. This approval should be secured as early as practical once you matriculate into a Clemson University degree program. The Office of Enrolled Student Services and the Graduate School have final authority to approve or deny requests for course transfer. No faculty or staff outside the Office of Enrolled Student Services or the Graduate School have the authority to approve this type of request.

Navigating Courses / Coursework

Syllabus

A syllabus will be provided to students enrolled in a graduate course, ideally on the first day of class and no later than the last class period before the last day for a student to add a class. The syllabus defines the course expectations, including a topical outline of the course, grading information, and attendance policies.

Class Attendance

You are expected to be well prepared for — and to routinely attend — all classes except when extenuating circumstances intervene. All students are required to attend the first scheduled day of classes and labs. Students who cannot attend the first class are responsible for contacting the instructor to indicate their intent to remain in that class. If you do not attend the first class meeting or contact the instructor by the second class meeting or the last day to add the class, whichever comes first, the instructor can drop you from the roll. Specific class attendance policies are established by instructors and are included in each course syllabus.

Participation Confirmation

As required by the US Department of Education, Participation Confirmation is the process by which Clemson University documents that a student has participated in each class in which they are enrolled within the designated period. Instructors must indicate in iROAR if a student has participated in the class at least one day, to be reported before or on the last day to drop without a W grade. For asynchronous online courses, this may require the addition of an activity to demonstrate participation beyond simply accessing the course management system.

Enrollment

A student who completes any degree milestone (e.g., preliminary or comprehensive exam, defense or oral exam of any kind) or submits their dissertation to the Graduate School during any semester session (Fall, Spring, Summer) must be registered. A student who completes all requirements for their degree (including the Graduate School's acceptance of the final version of your dissertation) before the first day of classes for the Fall or Spring semester or the first Summer session may graduate during the next semester or Summer session without being registered, provided that you were registered in the immediately preceding semester or Summer session and that you applied to graduate during that preceding term.

Enrollment Limits

Maximum enrollment limits for graduate students refer to graduate and undergraduate credits combined. During the Summer sessions, if the six-week and three-week sessions run concurrently, the total credits are not permitted to exceed the maximum for the six-week session. Specific enrollment limits are defined in the following table:

Graduate student enrollment limits				
	Maximum credit hours			
Student category	Semester	6-week session	3-week session	Full Summer (12 wks)
Full-time students	15	6	3	12
Graduate assistants (10 hours)	15	6	3	12
Graduate assistants (11+ hrs.)	12	6	3	12
Full-time CU employees	9	6	3	6

Procedure for student

If you want to exceed these credit-hour limits, you must get approval from your major advisor, who will submit an appeal of the enrollment policy to the dean of the Graduate School, who in turn will assess your record and make a determination.

Dropping Courses

The Academic Calendar provides official dates for withdrawing from a class without record or without final grades. If you are considering dropping a course, you must ensure you comply with all other policies and conditions of your awards. You may submit a withdrawal request via iROAR. Failure to attend classes or verbal notification to instructors does not constitute formal withdrawal.

A student who stops attending classes but does not withdraw is held accountable for all financial and academic outcomes of that decision. A student who officially withdraws within the first two weeks of classes will have no grades recorded. Those who officially withdraw after the first two weeks and before the last five weeks will have a grade of W (withdrew) entered on the academic record. If you are dropping all courses, please see the latest version of the Graduate Student Policies and Procedures.

Before dropping courses, international graduate students must receive authorization from an advisor in the Office of International Services. You must not fall below the required full-time enrollment mandated by the United States Citizenship and Immigration Services (USCIS).

A student on an assistantship must maintain minimum enrollment levels. See the Assistantships and Fellowships section in this handbook.

Grading System

Graduate students in graduate-level (6000+) courses may be graded using the following letter grades: *A, A–, B+, B, B–, C+, C, C–, F*. Faculty have sole discretion as to whether they use the full range of grades available or a subset (e.g., *A, B, C, F*). There is no expectation or mandate that faculty *should* use plus/minus grades. Under no circumstances will A+ be awarded. Faculty must describe their grading policy for each course, including whether they will use +/– grading, in the course syllabus. A minimum grade of *C–* (or P) must be earned for each and every course a student applies toward a degree. Please refer to more details in the Graduate Student Policies and Procedures.

GPA (Grade Point Average)

In calculating your grade point average (GPA; sometimes referred to as a grade point ratio or GPR), the total number of grade points accumulated is divided by the total number of credit hours attempted at Clemson during the semester, session, or other period for which the grade point ratio is being calculated. For each credit hour, the student receives grade points as follows: *A: 4.00, A–: 3.66, B+: 3.34, B: 3.00, B–: 2.66, C+: 2.34, C: 2.00, C–: 1.66, F: 0, I: 0, W: 0.* Audited courses do not carry credit and are not noted on your academic record

Academic Records

Your permanent academic record is maintained in the Office of the Registrar and contains personal identifying information, grades, and credits. The academic record, maintained in accordance with the University's retention policy, is a historical record of a student's academic progress

Transcripts

Information about obtaining an official transcript is available on the Registrar's website. A transcript request form is also available as a PDF from the Office of the Registrar. The University does not currently offer an official electronic transcript.

Residency

The goal of residency is to facilitate specified engagement with members of the faculty of the University and under direct mentorship and advisement of a research advisor and advisory committee in the department or program of the major. Further, it enables the student to participate in other typical activities pertinent to the development of a scholarly profile. As such, all doctoral programs at Clemson University should integrate 1) disciplinary depth and breadth, 2) scholarly immersion, 3) professional socialization, and 4) professional practice into the residency expectations of their students. Residency can incorporate research training of individuals and groups, laboratory activities, networking opportunities with other students and other scholars, assisting with grant proposals, and participation in scholarly outlets such as scholarly publications and presentations.

Currently, residency is required for the DBE degree program and can be accomplished through the following mechanism: Students are required to spend at least two consecutive semesters of full-time enrollment on a Clemson University campus: Students are expected to be immersed in research and professional development activities consistent with the expectations of the residency requirement listed above.

Dissertation Research Proposal

The dissertation research proposal is a detailed and structured document outlining a planned research project. It serves multiple purposes, including:
1. Planning Tool: It helps the student organize and plan the research process, detailing what will be studied, why it is important, and how it will be conducted.
2. Communication Document: It communicates the research plan to others, such as advisor, committee members, funding bodies, or ethics committees, to obtain approval, support, or funding.
3. Evaluation Instrument: It allows reviewers to evaluate the feasibility, significance, and originality of the proposed research, as well as the researcher's preparedness and capability to carry it out.

The basic components of a research proposal include:
- **Title**
  A concise and descriptive title that summarizes the main idea of the research.
- **Abstract**

A brief summary of the research proposal, including the research problem, objectives, methodology, and significance.

- **Introduction**

  This section outlines the research problem, background information, and the context of the study. It also includes the research question or hypothesis, the purpose of the study, the delimitation of the scope of the study, and the significance and contribution of the expected outcomes to design theory and/or practice.

- **Literature Review**

  A review of relevant existing empirical and/or theoretical research and literature that provides a foundation for the proposed study. It identifies gaps in the current knowledge that the research aims to fill. It should include a discussion of how the sources reviewed will guide your study and the judgments you have made regarding their relevance. It should include a visual map showing the relationship between sources and ideas.

- **Methodology**

  A detailed description of the research design, including the methods for data collection and analysis. This section covers the study's participants, instruments, procedures, and any tools or techniques used. It should include a discussion of the rationale for making specific choices about methodology and an evaluation of the strengths and weaknesses of the proposed strategy. Also, it should discuss strategies to ensure research quality considerations and what was done to increase the probability of validity in the study.

- **Pilot study**

  A pilot study conducted during research courses may serve as a modest test case of the research methods. An evaluation and conclusions arising from this study should be included.

- **Timeline and budget**

  A timeline or Gantt chart outlining the schedule for the research activities, including milestones and deadlines. If appropriate, an itemized budget detailing the expected costs of the research, including materials, equipment, travel, and personnel.

- **Significance/Implications**

  An explanation of the expected contributions of the research to the field, including potential practical applications and implications. This section includes a logically developed argument for the significance and impact of the planned research, i.e. what value will this research offer and what societal or design needs will be satisfied.

- **References**

  A list of all sources cited in the proposal, following the appropriate citation style for the discipline.

- **Appendices**

  Additional materials that support the proposal, such as questionnaires, surveys, or consent forms.

Comprehensive Examinations

Comprehensive Exam Requirements

The purpose of the comprehensive exam in the DBE Program is twofold:

1. Provide students with a constructive experience to help solidify and synthesize their understanding of the program's core and elective courses outlined in their plan of study, and
2. Require students to develop and successfully defend their dissertation proposal.

The comprehensive exam includes a written section and an oral section described below. Students can take their comprehensive exams after they complete the required and elective coursework (a minimum of 40 credit hours)

and after their dissertation proposal is developed and approved by their chair/advisor and advisory committee members. Most importantly, a student should take comprehensive exams when both the committee and student feel the student is ready and has mastered bodies of knowledge related to their research area(s).

Procedure for student:
Before scheduling the comprehensive examination, students must have selected an advisory committee and have an approved graduate degree curriculum (GS2 Plan of Study) on file in the Office of Enrolled Student Services. Comprehensive examinations are scheduled individually by the departments. Consult with your graduate program coordinator and major advisor for appropriate advice on preparing for and scheduling the comprehensive examination.

- Prepare and submit a **"Major and Minor Fields of Research"** document to the advisor to help the committee members formulate exam questions focused on the student's specific areas of expertise. The Major and Minor Fields of Research document should include:
  - A description of the student's major field of research (2-3 pages) and a bibliography (unlimited number of pages) covering that field of knowledge central to the student's research interests, history and precedent, theory and its evolution, and current issues and debates.
  - A description of the student's minor field(s) of research (2-3 pages), if applicable, and a bibliography (unlimited number of pages) covering the minor field(s) that supports or complements the student's research interest. Minor field(s) of research are optional.
- Prepare and submit the **"Dissertation Research Proposal"** to the student's advisor and committee members, including the dissertation topic, research questions, significance, literature review, research design and methods, expected outcomes, and bibliography.
- Submit the two documents above to the DBE program director(s) for review and approval before starting the written exam.

Procedure for the committee:
Within three weeks of the examination, the advisory committee chair will inform the Office of Enrolled Student Services of the result of the comprehensive exam via the GS5D – Results of the Doctoral Comprehensive Exam and Candidacy and the GS-Approval of Thesis/Dissertation Research Proposal.

Written Exam

The written exam covers the core curriculum, the student's major research area, research methods, and the minor field (if applicable). The student's chair and committee develop the content of the written section of the exam. Questions may be divided into parts to provide better guidance for the student. The written exam questions should cover the following:

- Program core curriculum,
- Major field of research,
- Minor field, if applicable, and
- Research design, methods, and theoretical foundations for the research methods (questions can include *both* methods in general and the specific application of the methods to the dissertation research).

Within these areas, the committee may construct questions so the student can choose from several options. The number of questions is up to the committee; however, most exams include 6 to 9 well-developed questions grouped under three different headings: THEORY, RESEARCH INTERESTS, and METHODS. The student is expected to select and answer one question under each heading (for instance, choose one question under the methods section out of the two provided). The exam cannot be constructed to let the student opt out of any of the three required headings. The program director(s) review the exam for compliance before its administration.

It is recommended that students have four days to complete the written exam and one day to review and edit their answers. Answers to each question should be 10-15 pages (double-spaced with a 12-point font), with no answers longer than 15 pages. The majority of the committee must agree to pass the student on each question. If the answer to a question is unacceptable, the committee can require a rewrite or some other form of remediation. Alternatively, the committee can ask for an oral follow-up exam on a particular question, allowing students to explain an answer in greater detail. Once the committee agrees that the student has passed the written exam, the student can proceed to the oral exam. If a student fails the exam, one retest is allowed.

Oral Exam

The second part of the comprehensive exam is the oral defense of the dissertation research proposal and an oral follow-up to the written exam. The dissertation proposal presentation ensures that the advisor approves that the student has chosen a topic and that the study design research methods are appropriate to answer the research questions. In addition, the student must demonstrate that resources for completion of the research are available and that the student is sufficiently prepared to carry out the research.

The oral exam can only be taken after the written section of the exam is determined to be defendable by the committee. Typically, students will complete their oral defense within a month of completing the written exam section. Concerning format, the student will prepare a presentation outlining their dissertation proposal lasting approximately 30-40 minutes. Attendance at the presentation is open to all interested parties. After the presentation, the audience can ask questions for up to 20 minutes. Then, the dissertation committee and students will continue the examination in private. Finally, the committee will decide the outcome of the oral exam (without the student present) and then explain their decision and concerns to the student afterward.

The student is expected to bring a copy of the GS-Research Approval form to the scheduled oral exam. Upon committee approval of the dissertation research proposal (minor changes notwithstanding), the form is to be completed by the advisory committee and submitted to Enrolled Student Services. If additional changes are expected before commencing the dissertation research, those may be included on the form and/or as an attachment. Unsuccessful proposal defenses (e.g., significant changes required) necessitate another proposal defense to be scheduled. The form is not to be submitted until a successful proposal defense (as determined by the advisory committee) has been verified.

Admission to Doctoral Candidacy

A student becomes a candidate for the doctorate (or is "admitted to candidacy") upon successful completion of the comprehensive examination and dissertation proposal. Completion is documented by submitting the GS5D – Results of the Doctoral Comprehensive Exam and Candidacy and the GS-Approval of Thesis/Dissertation Research Proposal to Enrolled Student Services, within three weeks of the examination, indicating that the committee has approved the proposed research topic. Students must be admitted to candidacy for the Ph.D. degree at least six months before the dissertation defense.

Failure to Pass the Comprehensive Examination

Should students fail to pass the comprehensive examination, they may be given a second opportunity only by recommendation of a majority of the examining committee. Committees are encouraged to carefully consider a student's likelihood of successfully completing the exam after they fail the first attempt and to recommend dismissal for any student whose performance is so poor that it is unlikely that a second attempt will be successful.

Scheduling

Scheduling the comprehensive examination is complicated due to committee members' existing schedules. Ideally, students should take their doctoral comprehensive examination in the Spring semester or summer after their second year in the program. Note that faculty are often available early and mid-May or early and mid-August, and usually unavailable during June and July.

Optimally, a student and advisor should begin scheduling the examination in February and no later than mid-March of the student's second year in the program. This requires a discussion among the student, advisor, and program director(s) to determine the appropriate committee members. After the committee is constructed (members agree to serve), the student's chair should confirm potential written and oral examination dates with the student and committee members at least 8 weeks before the expected oral defense date. The oral examination may be scheduled during the doctoral colloquium if the committee and student agree on the oral defense final date <u>at least five months in advance</u>.

The process for completing the comprehensive exams takes approximately 8 weeks. Below are the tasks that must be completed **before the start of the 8-week process**:
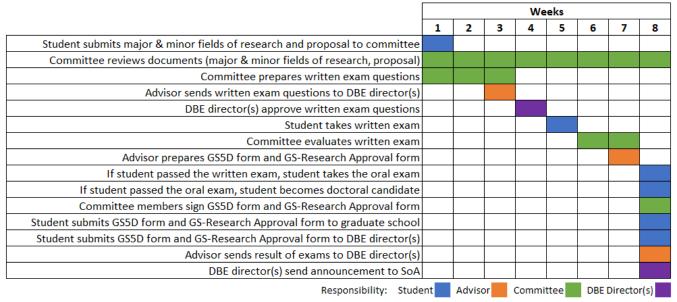- Student prepares the GS2 form (Committee Selection and Plan of Study)
- Advisor reviews and approves the GS2 form
- Program director reviews and signs the GS2 form
- Student submits the GS2 form to the Graduate School
- Student prepares the Major and Minor Fields of Research document:
  - Description of major field of research (2-3 pages + bibliography).
  - Description of minor field of research, if applicable (2-3 pages + bibliography).
- Student prepares the Dissertation Proposal (30-50 pages + bibliography)
- Student studies in preparation for the written exam
- Student prepares oral exam presentation
- Student schedules oral exam with the committee
- Advisor approves documents (Major and Minor Fields of Research document, and Dissertation Proposal). The 8-week process of the comprehensive exam may begin (see below).

Below is the description of the **recommended 8-week process of the comprehensive exams** leading to the doctoral candidacy with the list of tasks to be completed in sequential order. This is a recommended schedule. Shortening it to less than 8 weeks may put unnecessary pressure on all parties.
- Week 1: Student submits documents (Major and Minor Fields of Research document, Dissertation Proposal) to the committee
- Weeks 1 to 8: Committee reviews documents
- Weeks 1 to 3: Committee prepares written exam questions
- Week 3: Advisor sends written exam questions to DBE director(s)
- Week 4: DBE director(s) approve written exam questions
- Week 5: Student takes the written exam
- Weeks 6 to 7: Committee evaluates the written exam
- Week 7: Advisor prepares GS5D form and GS-Research Approval form
- Week 8: If student passed the written exam, student takes the oral exam
- Week 8: If student passed the oral exam, student becomes doctoral candidate
- Week 8: The committee members sign GS5D form and GS-Research Approval form
- Week 8: Student or committee chair submits GS5D form and GS-Research Approval form to graduate school
- Week 8: Student or committee chair submits GS5D form and GS-Research Approval form to DBE director(s)

The recommended 8-week process is repeated below as a visual graphic:

	Weeks							
	1	2	3	4	5	6	7	8
Student submits major & minor fields of research and proposal to committee	Student							
Committee reviews documents (major & minor fields of research, proposal)	Committee	Committee	Committee	Committee	Committee	Committee	Committee	Committee
Committee prepares written exam questions	Committee	Committee	Committee					
Advisor sends written exam questions to DBE director(s)			Advisor					
DBE director(s) approve written exam questions				DBE Director(s)				
Student takes written exam					Student			
Committee evaluates written exam						Committee	Committee	
Advisor prepares GS5D form and GS-Research Approval form							Advisor	
If student passed the written exam, student takes the oral exam								Student
If student passed the oral exam, student becomes doctoral candidate								Student
Committee members sign GS5D form and GS-Research Approval form								Committee
Student submits GS5D form and GS-Research Approval form to graduate school								Student
Student submits GS5D form and GS-Research Approval form to DBE director(s)								Student
Advisor sends result of exams to DBE director(s)								Advisor
DBE director(s) send announcement to SoA								DBE Director(s)

Responsibility: Student [blue] Advisor [orange] Committee [green] DBE Director(s) [purple]

Dissertation

This stage of a student's doctoral studies begins after completing the transition to doctoral candidacy. The candidate for a doctoral degree receives academic credit for conducting research and preparing a dissertation under the direction of the research advisor. A dissertation, mandatory for all candidates for the doctoral degree, requires 21 hours of doctoral research (DBE 9910), exclusive of any research credits earned at the master's level.

The purpose of a dissertation in the DBE program is to demonstrate a student's capability to:
- Formulate a research problem;
- Demonstrate knowledge relevant to a meaningful resolution of a specific problem;
- Effectively plan the work leading to the completion of the problem;
- Report the results of your research in a concise, precise professional style.

After writing the dissertation, each student must defend their dissertation in front of their advisor, committee members, and invited guests.

Dissertation Oral Defense

Students must pass an oral examination (the dissertation defense) which their committee will administer. Defenses are public events — members of the Clemson University community are invited to attend the examination. Defenses not open to the public should be rare and for good cause. Personal preference does not constitute "good cause," but reasonable University accommodations for documented accessibility needs do constitute "good cause." The student should schedule the oral defense with enough time for committee review and for each committee member to be in attendance (in person or virtually). A majority decision from synchronously participating committee members in support of the oral examination is required for a student to be considered to have passed the exam; dissenting members of the examining committee may forward a minority report to the Graduate School. A vote of "pass" at a dissertation defense should only be rendered when each participating committee member indicates final

approval (or dissent) of the dissertation by signing form GS7D-Dissertation Defense and Approval. Note that students are not allowed to provide refreshments, snacks, gifts, or inducements for the oral defense. Programs or faculty may provide these if they desire, as long as the student does not pay for them.

A committee member unable to participate synchronously in the defense, either in person or via audio or video conference, may not vote on the oral defense. They must be counted as an abstention, as they did not participate in the oral defense. Meeting individually with the student is not an acceptable substitute for participating in the oral exam.

A student must still receive a passing vote from the majority of the committee members (two out of four counts as a majority where an advisory committee contains four members). If one is absent and counted as an abstention, a student will then need two affirmative passing votes if a committee contains either three or four members, or three passing votes if five or six members constitute the advisory committee.

The committee should not sign form GS7D until the manuscript is responsive to all committee members' concerns and recommendations. If a student submits a manuscript requiring substantial revisions, there might not be sufficient time for revisions and committee review and approval before the submission deadline for format review. In these cases, graduation may have to be deferred to a future graduation date.

A student who fails an oral defense may be allowed a second opportunity only at the advisory committee's recommendation. Committees should only grant a second attempt when there is a strong probability of success. If the performance in the first exam leaves committee members feeling there is a low probability of success on the second attempt, dismissal of the student should be recommended to the Graduate School. Failure of the second dissertation defense must result in dismissal from the Graduate School.

Nearing Graduation

Graduation Requirements

A candidate for graduation is a student who has applied to graduate via iROAR by the Apply to Graduate deadline prescribed in the University calendar for a particular graduation date. Only candidates who have completed all graduation requirements are permitted to participate in the graduation ceremony.

> ***Procedure for student***
> Follow the steps below and visit the Graduation deadlines webpage and the theses and dissertations webpages for additional information.
>
> - **Early in the year in which you expect to graduate**
>   Contact the Enrolled Student Services Office early in the calendar year in which you plan to graduate to confirm your graduation status and eligibility.
>
> - **At the beginning of the semester in which you expect to graduate**
>   A candidate for a degree is required to apply for the diploma within three weeks following the opening of the final semester or the opening of the first summer session before the date the degrees are to be awarded. Applications for graduation must be submitted online through the student's iROAR account.
>
> - **Work with your chair/advisor to finalize your dissertation**
>   Your research advisor will determine when your dissertation is suitable for initial review by the rest of your advisory committee. At this point, you and your advisor will provide each committee member a

copy of the manuscript. This must take place <u>at least three weeks before the defense.</u> Committee members may request more than three weeks to review the dissertation. These deadlines should be coordinated through your committee chair. For your convenience, the Graduate School website provides templates, sample files, and other information to help you format your manuscript.

- **Schedule your dissertation defense**
  Schedule your defense <u>at least two weeks (14 calendar days)</u> before the deadline for submission of the GS7 form. This provides minimal time for edits and responses to the defense, formatting review, and further edits based on the formatting review. If your dissertation requires significant revisions or substantial formatting changes, you may not have enough time to provide edits and complete all other steps for graduation. We encourage students to schedule defenses as early as is practical.

- **Notify Enrolled Student Services**
  Notify Enrolled Student Services of the date, time, location and other details of your defense <u>at least ten (10) calendar days</u> before your defense. To do this, complete the online defense form that will add your defense to the calendar. Submitting the form will generate an email to Enrolled Services, and this email will serve as your official written notification.

- **Hold your defense**
  Hold your defense as scheduled. Note that students may not provide refreshments, snacks, gifts, or other inducements during the defense. The department may provide these if desired, as long as the student does not pay for them.

- **Revise your dissertation**
  Revisions to the dissertation document can be completed after the defense to respond to committee recommendations. Once your committee and chair are satisfied with your dissertation and all revisions are final and approved, they will complete the appropriate GS7 form. This form must be submitted to Enrolled Student Services by the date published on the Graduate School's deadline calendar. Note that if committee-required revisions are substantial, you may not be able to meet subsequent deadlines for graduation and may have to defer to a future graduation date.

- **Submit to the Graduate School for formatting review**
  You must submit your approved dissertation to the Graduate School by the date published on the Graduate School's deadline calendar. The Graduate School will review the dissertation to ensure that it complies with the formatting guidelines established by the Graduate School, particularly the preliminary pages of the document but including the page size and margins and consistent formatting throughout the manuscript. Manuscript submission and review are completed online. Step-by-step instructions and helpful tips for the process, including formatting, defense, file conversion, submission via upload, revision, and final approval, are available on the Theses and Dissertations webpage on the Graduate School website. You will be notified via email when the review is complete. Manuscripts will be approved by the Graduate School only if and when no changes are required. Typically, theses and dissertations are reviewed within three business days of receipt by the Graduate School, though it may take longer if you submit close to or on the deadline date. In addition, you must allow for the possibility that format revisions will be required after one (or more) initial reviews and plan your submission accordingly. Note that official approval for graduation includes both manuscript acceptance by the Manuscript Review Office and the receipt of the completed GS7M-Final Exam and Thesis Approval Form or GS7D-Dissertation Defense and Approval Form by Enrolled Student Services.

- **Publishing, archiving and printing**

  The Graduate School publishes theses and dissertations electronically in partnership with University Libraries. You will find a step-by-step guide to the submission process in the Theses and Dissertations section of the Graduate School website. No fees are required to upload, publish, and archive your dissertation; fees apply only to the order of printed, bound copies and copyright filing with the U.S. Office of Copyright. The Graduate School does not require you to purchase printed copies, but some departments do (see the online list of departments requiring bound copies). Any program requiring a student to purchase printed copies must state this clearly in the program handbook and any requirements for binding style, size, paper quality, etc. Approximately six weeks after your graduation (or after your publication embargo expires, whichever is later), your dissertation will be available for viewing online in the TigerPrints repository on Cooper Library's website.

- **Restrictions on publication and publication embargoes**

  It is expected that the results of research performed using University facilities be published in the open literature (i.e., theses, dissertations, journals, magazines, or books) and that the faculty may freely disclose any information obtained in the teaching programs of the University. Exceptional cases may arise, however. There are specific guidelines outlined in the Graduate School Policies and Procedures for projects where results must be kept confidential for a limited period. A request for a publication delay is also referred to as an embargo.

- **Procedure for enacting a embargo**

  Students can enact a one-year embargo when they upload their dissertation for format review and approval. Each student should discuss the embargo with their advisor, but no approval from the Graduate School is required. An embargo may be extended by one year at a time by contacting manuscript review personnel within the Graduate School office before the current embargo period expires and explaining the circumstances that make another year necessary. These extensions will be reviewed by the Director of Communications, in consultation with the Graduate School Dean when necessary, and the student will be notified of the decision.

Academic Probation, Dismissals, and Withdrawals

In special circumstances, students may be placed on academic probation, dismissed or seek to withdraw from the University. Graduate students are placed on academic probation when their cumulative grade point average (GPA) falls below a 3.0. Academic probation is an early alert system that signifies when a student is not making satisfactory academic progress toward graduation and may be subject to dismissal. Please refer to the Graduate School Policies and Procedures for more information.

A student may be dismissed from the Graduate School for failure to maintain adequate academic status or progress, receipt of F or NP for dissertation credits, second failure on a final or comprehensive exam, second failure on a dissertation defense, failure to meet required program expectations, student conduct issues, or academic integrity violations. The types of infractions, sanctions, and returning criteria are outlined in the Graduate School Policies and Procedures.

Withdrawing from the University occurs when you voluntarily leave Clemson and discontinue your degree program (as well as any assistantship, fellowship, or other financial aid). This is different from a medical withdrawal or dropping a course. To withdraw from Clemson University, you should visit the Registrar's Withdrawal Checklist and follow the instructions to effect immediate separation from the University. Withdrawal includes dropping all courses via iRoar, but you must notify Enrolled Student Services and your program coordinator as well. Note that if you have

pending issues of concern, such as an academic integrity or community standards violation, the Graduate School may delay acting on your request until those issues are settled. The Graduate School reserves the right to dismiss a student rather than approving a withdrawal. Details on the types of types of withdrawals are outlined in the Graduate School Policies and Procedures.

Academic Grievances

Academic Grievance Policy

It is the policy of the Graduate School to address all grievances of an academic nature filed by enrolled graduate students. Graduate student grievances are heard by the Graduate Academic Grievance Committee. Grievances must be filed with the Graduate School within 60 days of the alleged act and may involve the following:

1. violations of program, department, college, or Graduate School policies related to final grades in courses or research (8910 or 9910);
2. violations of program, department, college, or Graduate School policies and procedures related to the completion of any academic requirement, including theses and dissertations, oral or written comprehensive examinations; and
3. graduate student assistantship employment, including allegations that offers of assistantship appointments made during recruiting were not honored after enrollment.

Please refer to the Graduate School Policies and Procedures for more information.

University Ombuds Office

The ombuds is an independent, confidential resource who aids faculty, graduate students, and postdoctoral students in resolving problems, complaints, and conflicts when normal procedures have not worked satisfactorily. The Ombuds office serves as a central information source on policies, procedures, and regulations affecting faculty, graduate students, and postdoctoral students. The office refers individuals to people and offices able to resolve problems or handle appeals at the lowest possible level. Where appropriate, the ombuds can facilitate communication or mediate between parties. The ombuds strives to ensure that faculty, graduate students, and postdoctoral students receive fair and equitable treatment within the University system. They provide an independent point of view in an informal and confidential environment. The ombuds will not identify you or discuss your personal concerns with anyone without your permission. Private, confidential meetings can be arranged at your convenience. All communications will be treated with strict confidentiality to the extent permitted by law. The ombuds works toward resolutions based on principles of fairness. They are neither an advocate for faculty, administration, or students, nor an agent of the University. The Office of the Ombuds is available to assist faculty members, graduate students, and postdoctoral students. Please refer to the Graduate School Policies and Procedures for more information. Additional information about the ombuds' standards, practices, and confidentiality, plus office location and contact information, is available on the University Ombuds webpage.

Violation of Academic Integrity

Academic Integrity

Graduate policy and procedures

Violations of the principles outlined in the graduate philosophy on academic integrity will be pursued to the fullest extent according to the procedures outlined below. Violations of academic integrity include violations in coursework, research,8 independent projects, practica, internships, comprehensive and qualifying exams, theses and dissertations and other publications9 or works submitted as requirements for receipt of a degree. Non-degree-seeking students may also be charged with violations of academic integrity. This policy broadly

defines and provides examples of violations of academic integrity, categorizes the seriousness of violations into four levels,10 and establishes guidelines for discerning appropriate sanctions for each. As there is no way to identify within this policy all the possible violations of academic integrity, the policy and ensuing procedures are intended as a general guide for faculty in all colleges to enable consistent, reasonable, and fair judgments of graduate student actions incongruous with the fundamental values and general philosophy described above. The authority to resolve cases of violations of academic integrity by enrolled graduate students is vested in the Graduate Academic Integrity Committee.

Definitions, explanations and examples of violations of academic integrity[2]
Violations of academic integrity may include, but are not limited to, the following:

- **Cheating.** Cheating involves giving, receiving or using unauthorized aid on any academic work submitted for grading, including but not limited to coursework, laboratory assignments, research projects, comprehensive and qualifying examinations, theses and dissertations, or using digital logins and account numbers that belong to another person without the permission of the account owner. Unauthorized aid includes collaborating with classmates or others when explicitly prohibited, using online paper mills or paying individuals to prepare research papers, reports or projects, submitting identical work to satisfy the requirements of more than one class without the approval of the faculty, or using textbooks, notes, the internet, and other sources when instructed to work alone.
- **Fabricating/falsifying information**. Fabricating or falsifying information involves actions such as making up data that were not collected, stating that studies were conducted that were not, indicating that original source material was read when information was obtained from secondary or tertiary sources, making up references not used, or identifying sources that were not consulted (e.g., telephone interviews).
- **Facilitating violations of academic integrity**. Facilitating violations of academic integrity involves a student intentionally helping another violate the principles of academic integrity (for example, allowing friends access to their work, or instructing students on ways to solicit aid on papers, projects, take-home exams, tests for state and national licenses, etc.).
- **Failing to cite contributors**. Failing to cite an author or multiple authors involves not giving credit to individuals who have contributed significantly to a work (paper, research project, poster, etc.) and claiming the final product as one's own.
- **Plagiarizing.** Plagiarizing is theft of the work accomplished by someone else. It includes copying and pasting words, phrases, sentence structure, computer code or files, images, or ideas from any source, including the internet, and attributing the work to one's own efforts. Blatant examples of plagiarism include failure to use quotation marks, failure to indent quoted text of more than three lines, and failure to cite consulted sources either in footnotes, endnotes or within the body text of a document. More subtle examples of plagiarism include paraphrasing or using others' conceptual frameworks for developing creative works without acknowledgment or permission or citing a source within the text but then directly quoting the materials without the use of quotation marks or text indentation. Inadequate referencing is where students have indicated that they are quoting another person's work but fail to reference it adequately in the discussion, resulting in confusion as to where their own work began, and the cited work ended. Plagiarism and inadequate referencing are strictly prohibited. The penalties for plagiarism and inadequate referencing are severe. Normally, it is a Fail grade and possible expulsion from the DBE program and Clemson University. No further warnings on violation of this type will be provided to the student.

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[2] Based on the academic integrity model of Rutgers University, New Brunswick, NJ; used by permission. Rutgers' document accessed at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

- **Thwarting others' progress.** Thwarting others' progress involves editing, deleting or otherwise destroying electronic files that belong to another person or intentionally stealing or destroying property which prevents others from using it to gain needed information to complete assignments; for example, library materials on reserve, materials on loan by a faculty member, or reports and documents made available for student use by external companies, state and federal agencies, etc.
- **Use of Artificial Intelligence (AI).** Unless specifically identified, justified, and disclosed, the use of AI in the generation of any portion of a written text of the research proposal, written and oral examinations, and dissertation is not acceptable. If AI was used to generate a portion of a written text, the use of AI must be disclosed, and justification provided. As such, each student is required to submit a disclosure statement describing and justifying their use of AI along with the written document of interest.

Information on the levels of the seriousness of violations of academic integrity, sample recommended sanctions, and the structure of the Graduate Academic Integrity Committee is outlined in the Graduate School Policies and Procedures.

Academic Misconduct for Former Graduate Students

It is possible that an act of academic misconduct will remain undiscovered until after a degree is awarded. In such a case, Clemson University reserves the right to revoke any degree based on new revelations about scholarly issues including — but not restricted to — admission credentials, all forms of coursework, research, theses, dissertations, or other final projects.

Revocation of Academic Degrees

Academic institutions have a critical responsibility to provide an environment that promotes integrity while at the same time encouraging openness and creativity among scholars. Care must be taken to ensure that honest errors and ambiguities of interpretation of scholarly activities are distinguishable from outright misconduct. This policy is applicable to egregious fraud or other misconduct in obtaining an academic degree. The Clemson University Board of Trustees has the sole authority to revoke any degree previously awarded. Please refer to the Graduate School Policies and Procedures for more information.

Retribution or Retaliation

There is no place for retribution in a community of scholars who respect and promote academic integrity. Faculty should agree to support and uphold the decisions of their peers who serve as members of the Academic Integrity Committee and hearing panels. These individuals take seriously the responsibility to render objective decisions on cases brought before them. Faculty members have a professional obligation to teach by example and to guide graduate students in practices of ethical judgment and building personal and professional integrity. Students at the graduate level are expected to refrain from retribution or retaliation and maintain similarly high academic and professional integrity standards.

The Office of Access and Equity hosts the University's Anti-harassment and Non-discrimination Policy and defines procedures for resolution of discrimination/harassment complaints. Please refer to the Graduate School Policies and Procedures for more information.

PART 3: FINANCIAL INFORMATION AND ASSISTANTSHIPS

Financial Basics for Graduate Study

Tuition for Graduate Students

Satisfactory settlement of all expenses is a requirement for completing each semester's class registration, and no student is officially enrolled until all past due accounts have been satisfied. Financial aid cannot be used to satisfy balances carried forward from a prior academic year. Graduate tuition and fees can be found on the registrar's tuition calculator webpage (be sure to click on the "Graduate" tab). See also Fiscal Policy: Settlement of University Fees.

State Resident Status

Many students want to establish residency in South Carolina to pay in-state tuition. The South Carolina residency laws call for students to establish legal ties with the state; They must generally wait one year before establishing legal ties. Thus, students should take steps near the beginning of their program to initiate the process of becoming a South Carolina resident. Eligibility for payment of in-state tuition and fees is determined by the South Carolina Commission on Higher Education and codified under the provisions of Sections 59-112-10 through 59-112-100, South Carolina Code of Laws, 1976, as amended. The University also offers residency classification information. Please refer to the Graduate School Policies and Procedures for more information.

Fees for Graduate Students

Fees, in general, support non-academic services for students. The University works to keep fees competitive with peer institutions and only charges students what is defensible in covering costs associated with the services provided. For a list of required fees for graduate students, see the Clemson University Graduate School Tuition and Fees webpage. See also the Mandatory Health Insurance topic in this handbook.

For more information on student loans, payment methods, late registration service charge and past due accounts, and refunds, please refer to the Graduate School Policies and Procedures handbook.

Assistantships and Fellowships

All assistantships are administered by individual units (departments, colleges, centers, etc.) Any student interested in an appointment as a graduate assistant should make direct contact with the department, college, or unit of interest. Each unit may have deadlines for applying for positions and/or specific requirements for the assistantship. Students may also consult the Michelin Career Center page at the Clemson Center for Career and Professional Development website for additional postings and on-campus employment opportunities.

Council of Graduate Schools Resolution

Clemson is a member of the Council of Graduate Schools and adheres to the following Resolution.

> *Acceptance of an offer of financial support* (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties. Students are under no obligation to respond to offers of financial support before April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15 and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or*

left in force after April 15 commits the student to first inform the program that they are withdrawing or resigning from the offer of financial support that they previously had accepted. Starting in Fall 2020, applicants are no longer required to obtain a formal release from the program whose offer they accepted, either before or after the April 15 deadline. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution or a link to the URL should accompany every scholarship, fellowship, traineeship, and assistantship offer.

— Council of Graduate Schools, *Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants*. Renewed October 2020.

Eligibility for Graduate Assistantships

To qualify for a graduate assistantship, you must demonstrate that you possess at least a bachelor's degree (by submitting an official transcript to Enrolled Student Services) and must be enrolled in a graduate degree program. Students employed in full-time positions inside or outside the University are not eligible for assistantships. The Graduate School reserves the right to withdraw an assistantship appointment at any time because of failure to meet basic eligibility requirements, including maintaining adequate academic performance and satisfactory progress toward degree, or for violation of University policies. Units may also withdraw an assistantship based on failure to follow guidelines or for substandard performance in assistantship duties.

Types of Assistantships for the DBE Program

- **Graduate Research Assistants (GRA)** conduct supervised research or assist with research funded from any source administered by the University.
- **Graduate Administrative Assistants (GAA)** provide help to departments with various types of administrative duties.
- **Graduate Teaching Assistants (GTA)** teach undergraduate classes under the supervision of a faculty member. GTAs are not responsible for assigning grades.
- **Graduate Teachers of Record (GTR)** assume primary responsibility for teaching undergraduate classes or laboratories and are responsible for assigning grades. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that all Graduate Teachers of Record (GTR) have "earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be evaluated regularly." The department chair is responsible for determining that the 18-hour requirement is met either through coursework or with a memo containing documentation that the graduate assistant meets the requirement as an exception. The Enrolled Student Services Office will certify that the 18-hour requirement has been met.

The Graduate School provides a printable assistantships reference sheet, GS2003 - Titles and Related Information Table for Departmental Graduate Assistants, linked on the Forms and Applications webpage.

Preparing Graduate Teaching Assistants for the Classroom

Hundreds of graduate students serve as teaching or lab assistants or graders each semester, supporting the mission of excellent undergraduate education at Clemson. Please refer to the Graduate School Policies and Procedures handbook.

Appointment Process and Terms

All appointments for assistantships (teaching, research, laboratory, administrative, and grader) must be processed at least *annually* through the Graduate School. Selection of assistantship recipients, notification of the appointment,

duration, and the stipend amount are the responsibilities of the department or unit making the offer. The appointing unit must use the approved graduate assistantship contract template and include a clear description of the expectations of the assistantship, the anticipated beginning and ending dates (not more than 12 months per appointment letter), stipend amount, average hours of service per week, the work schedule (where appropriate), and the conditions for reappointment if any. In addition, the graduate assistant must be apprised of the financial penalties related to academic fees that may be incurred if the assistantship starts after the beginning of the semester or is terminated before the end of the semester or session. Units making the appointment may include an attachment to the standard contract where it is necessary to specify duties and other requirements and terms of the appointment but may not alter the language of the standard contract.

Where students are to be continued (reappointed) for the next fiscal/academic year, each contract should be revised to reflect expectations for the coming year starting each July 1 (or, in the case of appointments of less than 12 months, the start of the contract).

Specifying duties
Work assignments for students should be clear and specific and relate to the student's academic program. Duties to be accomplished for any graduate assistant must be agreed upon in writing by the student and the faculty advisor (or supervisor) in charge of the assistantship appointment. The work to be performed must be above the paraprofessional level.

Supervisors should clearly distinguish between the work to be performed for the assistantship and the work being performed toward completing the degree. For example, it would be unusual for time spent completing class assignments to be part of the duties of an assistantship. Hours spent on dissertation research would not routinely be considered part of assistantship duties unless the research and the assistantship are part of an externally funded research project, and that research directly supports the work of the project.

Where duties require students to work outside the hours typically expected according to the appropriate University calendar (e.g., nights, weekends, holidays), the appointment letter should specifically describe these expectations.

Maximum work hours
A typical graduate assistantship will require an average of 10–28 hours of service per week, which must be clearly described in the appointment letter. Projected hours per week should align with the position's expectations and demands. Starting in Spring 2019, units making new GA appointments may, at their discretion, assign a partial tuition waiver in proportion to the hours worked (e.g., a 10-hour assistantship may be assigned a 50% tuition waiver; a 15-hour assistantship may be assigned a 75% waiver, etc.). Existing appointments should not be modified for partial waivers until reappointment. This must be communicated as part of the appointment and contained in the appointment letter signed by the student if utilized; otherwise, the assumption will be that a full (100%) tuition waiver will be in effect.

A student may have multiple graduate assistantships or hourly appointments by the University; however, it is the responsibility of the secondary employer to receive permission of the primary employer and the Graduate School before assignment of any additional work and to ensure that the maximum workload of 28 hours per week (20 hours per week for F-1 visa holders) is not exceeded.

Work calendar, University holidays, and leave
Graduate assistants appointed as GTAs, GTRs and GLAs will be expected to work their average hours during the typical nine-month Academic Calendar, including during the exam period. Graduate assistants holding nine-month appointments are entitled to the official University holidays and/or breaks accorded nine-month

faculty. Graduate assistants with 12-month appointments are entitled to the official University holidays accorded to 12-month administrative staff (see holiday schedule). Any expected deviation from the typical calendar must be specified in the offer (e.g., being present to feed lab animals during holidays, working on weekends or at night, etc.) Graduate assistants do not accrue leave. They are expected to work typical hours per week according to the calendar specified by their program. Students on 12-month contracts are expected to work their typical number of hours throughout the year, including the summer.

Intellectual property terms, research policies and procedures
Ownership of any intellectual property you may produce is governed by the University's Intellectual Property Policy.

Leave without pay
Graduate assistants may request up to four weeks of leave without pay per semester and one week of leave without pay per summer session for illness of a close family member, death in the immediate family, or personal illness or hardship. If leave without pay is not approved by the administrator of the graduate assistantship, the graduate assistant may petition the dean of the Graduate School for approval.

Family Leave (Graduate Assistants)
A graduate assistant (of any gender) is eligible for up to six weeks of family leave without pay for the birth, adoption, new guardianship of a child; death of an immediate family member; or caring for a spouse, child or parent who has a serious health condition. When circumstances permit, a request for family leave should be made to the department at least one month in advance of the anticipated leave date, with notification provided by the department chair to the dean of the Graduate School. The Graduate School encourages the department and student to work together to enable the student to maintain enrollment and employment status during this time. The student must be guaranteed an assistantship upon returning from family leave to fulfill the remainder of their contract.

Start Date for Fall-Semester Assistantships

Graduate assistantships typically start around the beginning of classes each fall. However, there may be good reasons why an assistantship should start before the semester begins, such as to provide preparation time for teaching a class, to provide training, to accommodate the timeline of a research project, to address administrative tasks that need to be completed before the start of the semester, etc. Appointments for Fall semester assistantships may therefore start as early as August 1. Any assistantship commencing before the start of classes must provide summer pay in addition to the contracted amount at the same weekly rate (or higher) as the appointment during the regular academic year. There is no requirement for enrollment in credits during this abbreviated summer period as long as the student is enrolled in the required credits for the Fall semester.

Before August 1, a new hire will need to be hired as an intermittent hourly employee. Graduate students enrolled and employed in the Spring, who plan to continue their education in the fall, can remain in a student worker status during the summer, employed as either a graduate assistant or graduate hourly. Assistantship appointments requiring start dates before August 1 should be made as typical summer appointments and will require appropriate summer enrollment. Assistantship appointments for other semester terms should coincide with the start of classes and require standard enrollments.

Tuition as a Graduate Assistant

The University's Board of Trustees approved a policy designed to standardize tuition and fee charges for graduate assistants. A student on an assistantship must pay fees for graduate assistants listed on the Tuition and Fees webpage. For an assistantship added between the first day of classes and the last day to drop or withdraw without grades, the student's liability to the University is 50% of total tuition and 100% of fees unless the funding is new

grant money to the University. After the last day to drop or withdraw without final grades, the student receives no graduate assistant benefit or refund of tuition and fees previously paid; therefore, assistantship appointments must be made each semester before the date when no abatements would be offered to a graduate assistant. This date is established annually by the Student Financial Services Office, and this policy is consistent with the University's calendar for the refund of fees.

English Proficiency for International Student

Clemson University complies with South Carolina requirements to ensure that all instructional activities are conducted by individuals possessing appropriate proficiency in written and oral use of the English language. Instructional activities include lectures, recitation or discussion sessions, and laboratories. The individuals to be certified include full-time and part-time faculty, graduate teachers of record, graduate teaching assistants, and graduate laboratory assistants for whom English is not the first language. Clemson University's English Fluency Policy is hosted online by the Office of Student Affairs. See also the previous topic, English language proficiency, in the Application and Admissions section.

English Proficiency for International Teaching Assistants

The State of South Carolina requires us to ensure that graduate assistants who speak English as a second language are well prepared to teach and proficient in delivering instruction in English. In light of this, the Graduate School and the Office of Global Engagement have investigated what other institutions are doing to ensure that:
1. International Teaching Assistants (ITAs) are screened using a reliable and valid method to assess English proficiency in the context of the delivery of educational lessons or similar activities in an undergraduate classroom;
2. International Teaching Assistants (ITAs) are appointed to teaching positions (e.g., GTR, GTA) only once they have been certified through this process as being sufficiently proficient in teaching while using English; and
3. Where ITAs fail to show strong proficiency in teaching using English, there is support for these otherwise well-qualified students to attain proficiency.

Having teaching faculty (including ITAs) highly proficient in teaching in English not only responds to state expectations and allows us to demonstrate due diligence for accreditation but also assists us in maintaining the highest possible quality of undergraduate education, in line with Clemson Forward goals.
1. All students awarded a graduate assistantship that involves teaching (including GTR and GTA) should be screened via well-validated methods that specifically assess language proficiency (both spoken and written) in the context of teaching;
2. All international students awarded a graduate assistantship involving teaching must demonstrate proficiency in spoken and written English appropriate to teaching undergraduate students at Clemson;
3. Where students fail to demonstrate English proficiency but have a high probability of attaining proficiency with support, the Graduate School will identify a provider who will offer support to improve that student's proficiency;
4. Any student not demonstrating acceptable levels of proficiency before the start of the semester may not be appointed in a role that involves teaching. In such cases, the student will retain an assistantship with the same financial support and be assigned non-teaching duties.

Arrival Deadline for International Students on Assistantship

International students on assistantship without a U.S. Social Security card/number must arrive on campus, register for classes, and report to the International Services Office (108 Long Hall) a minimum of 20 days before the University's official "late enrollment" period. Please find the enrollment deadline for the relevant term on the Registrar's Academic Calendar page. It is ideal to arrive earlier.

Minimum Stipends

The minimum graduate assistantship stipend must be commensurate with a rate of 1.2 times the prevailing [federal minimum wage](#).

Maximum Stipends

The Graduate School does not currently regulate or cap assistantships as long as they exceed the minimum threshold. We expect that stipends should be commensurate with market, experience, and skills and should be equitable with other stipends within the unit that involve similar responsibilities.

Benefits

Benefits available to all graduate assistants are summarized and detailed on the Student Assistance Program webpage.

Mandatory Health Insurance

All graduate assistants are required to maintain health insurance coverage while enrolled at Clemson. The Graduate School website provides [information](#). Redfern's current insurance and billing fee schedules may be found on the [Student Health Services Insurance and Billing](#) webpage.

Student Responsibilities

Minimum enrollment
To maintain a graduate assistantship, you must maintain full-time enrollment status (nine *graduate* credit hours during each Fall and Spring semester). Students on 9-month assistantships are not required to enroll in summer courses.

Undergraduate coursework should generally be completed before being awarded an assistantship or should be completed *in addition* to the routine graduate coursework. Only in cases where the program requires undergraduate courses of study will undergraduate credits be considered to satisfy this requirement.

Upper limits on academic loads related to hours of service per week are delineated in the Enrollment Limits: maximum credit hours chart (see earlier in the handbook), and both undergraduate and graduate credits are subject to this limit.

The graduate school reserves the right to disallow a student not meeting these requirements to receive an assistantship. A graduate student who fails to maintain compliance with this policy may be considered for immediate termination of the assistantship or loss of future assistantships. Any GA who needs to request a variance from these guidelines should contact the graduate school *before the beginning* of the semester to receive a waiver.

Summer enrollment
Students on assistantships during the summer (most common with 12-month appointments) must enroll during the period covered by the assistantship. If an assistantship is awarded for the entire summer (long summer), you must register for at least six credits during that session. Any credits for research must be registered in the long summer session. An assistantship in one of the six-week part-terms (SSI, SSII, Mini A, Mini B, Mini C, Mini D) will require registration in three credits during that term.

Performance and good standing
To remain eligible to continue receiving assistantship support, you must comply with all policies contained in the *[Graduate School Policies & Procedures Handbook](#)* and policies from the department/program awarding the

assistantship. You must maintain minimum enrollment levels, maintain at least a 3.0 GPA, make satisfactory progress toward your degree, perform at a high level in your assistantship duties, and follow all other expectations of conduct appropriate to a graduate student. Failure to comply with these expectations can result in loss of support and other sanctions outlined in the *Graduate Policies and Procedures Handbook and your program handbook*. Conduct, ethical, and integrity violations can lead to immediate termination of the assistantship and other sanctions outlined in the *Graduate Policies and Procedures handbook*.

Renewal of Assistantships

Graduate assistants have no right to continuing support beyond the term of a current appointment. Renewal of an assistantship can only occur when funds are available, and performance during the prior appointment has been reviewed and found acceptable. Where graduate assistants are not performing within acceptable standards, we encourage supervisors to communicate feedback to students in writing early and often during the appointment. As students often rely upon support from assistantships, it is ideal to communicate intent to renew or not to renew an assistantship as early as is practical.

Graduate assistantship appointments require that an annual assessment be completed before any appointment is renewed for the following year. There are several options for this requirement. The Graduate School posts two general evaluation forms plus a customizable template in the Faculty/Staff section of the website (CU login required), but if there is another assessment that the supervisor or program uses, or there is another type of evaluation more suitable for the appointment, it may be used in place of the generic examples we provide. The evaluations should be shared with the student and are maintained in departmental files.

Termination of Assistantships

Non-renewal of an assistantship refers to a situation in which a student completes an appointment and is not offered another. Termination of an assistantship refers to a situation where an assistantship is ended before the end of the appointment. Termination of an assistantship can have devastating and permanent consequences for a student. It should only be undertaken after clear feedback on deficiencies and attempts to assist the student in meeting expectations. Any terminated student can seek guidance from the University Ombuds Office, the Graduate School or file a grievance with the Graduate Academic Grievance Committee if there is clear evidence that the termination was unfair or that this policy was improperly followed. Termination of an assistantship is different than non-renewal. Please refer to the *Graduate School Policies & Procedures Handbook* for policies regarding termination by student, termination for academic deficiency, termination for failure to perform duties, termination for cause, termination due to loss of external funding or financial exigency, Financial liability from loss of assistantship, and other implications of the loss of assistantship.

Protections

Graduate students at Clemson are future colleagues and should be treated respectfully, befitting that status. You are entitled to a workplace free from harassment and discrimination. If you feel you have been subject to a hostile work environment, harassment, discrimination, abuse, or have any other concerns about your working and academic conditions, please contact the Office of Access and Equity, Office of Human Resources, the dean of the Graduate School, or the Office of the Ombuds. For additional information, see the Office of Access and Equity's Anti-harassment and Non-discrimination Policy.

Fellowships

Fellowships are monetary awards that require no service or work from the student. Fellowships may be institutionally awarded (through the Graduate School or one of Clemson's graduate programs) or externally awarded and portable to Clemson University. Fellowships are awarded by government agencies (federal, state, local), private

foundations, industries, professional groups, and others. More information about fellowships can be found on the Graduate School's Assistantships and Fellowships webpage.

Typically, fellowships are awarded on merit. For Clemson University fellowships, students are nominated for consideration by faculty. For a monetary award to be designated a fellowship, it must provide the recipient with a minimum of $1,000 for the academic year. All fellowship recipients are granted the in-state rate for tuition and fees.

Some awards may limit students' research to areas of interest to the donor and may require a period of residency at the industrial sites. Fellowships are usually offered in early February or March. Except for some programs with premium tuition, graduate fellows and trainees pay fees applicable to South Carolina residents. Unless otherwise stipulated by the grantor and/or donor, holders of fellowships or traineeships are required to enroll in the same minimum credit load as other departmental graduate assistants.

Normally a student cannot hold concurrently two or more fellowships or traineeships (or the equivalent) administered by the University, regardless of the funding sources. Fellowship recipients are eligible for appointment as graduate assistants. For students simultaneously holding fellowships or traineeships and assistantships, the fee structure for assistantships prevails. Detailed information is available from the individual colleges or academic departments.

Continued receipt of any fellowship or traineeship is contingent on the student maintaining a satisfactory academic status. Fellowships may be withdrawn at any time for failure to maintain a satisfactory academic status or for violating University policies.

Fellowships Administered by the Graduate School

University fellowships
Funded by Graduate Alumni Fellowships, R.C. Edwards Fellowships, and George R. MacDonald Fellowships, University fellowships are University-wide awards administered by the Graduate School. Fellowships are awarded on a competitive basis to nominees selected by the departments. Scholarly potential and academic excellence are the sole criteria for the awards.

Graduate Doctoral Diversity Fellowship
To increase the number of students from underrepresented groups pursuing doctoral degrees at Clemson, the University established the Graduate Doctoral Diversity Fellowship Program. Funding for the fellowship is provided by the Office of Inclusion and Equity and managed by the Graduate School. The Graduate Diversity Fellowship Committee made up of representatives from the Division of Diversity and Inclusion, the Office of Access and Equity, and the Graduate School, offers a variety of financial assistance opportunities for eligible minority students pursuing doctoral degrees at Clemson University.

Other externally funded programs are available for underrepresented minority students, including SREB Doctoral Scholars Program and South Carolina Professional Association for Access and Equity (SCPAAE) Scholarships. More information on these programs can be found on the Office of Access and Equity's Graduate Doctoral Diversity Fellowship webpage under the "Other Funding Opportunities" topic.

Deadlines

Deadlines for fellowship applications vary. Students should refer to fellowship announcements from their college and program for information on application deadlines and guidelines for submission.

Tax Liability

Tax laws change annually and in unpredictable ways at both the federal and state/local levels. Students receiving any financial aid, including assistantships and fellowships and other support, should consult a qualified tax advisor. The Internal Revenue Service offers guidelines for tax responsibility for fellowship and other stipend awards under the topics "Scholarships, Fellowship Grants, Grants, and Tuition Reductions" (for U.S. citizen students) and under the topic "Taxation of Non-resident Aliens" (for non-U.S. citizen students). The Graduate School is not authorized to provide tax advice.

Hours of Employment

Graduate students (exclusive of full-time University employees) who are enrolled in classes or research hours may not be employed by the University for more than 28 hours per week, even in instances where graduate hourly employment and graduate assistantships are combined. No portion of hourly employment shall be used to qualify students for benefits afforded those on graduate assistantship appointments. International students must abide by immigration regulations pertaining to on-campus employment (see International student employment below). Employment on an hourly basis for a portion of a semester or session is permitted. The student must be currently enrolled to accept hourly jobs.

International Student Employment

International graduate students are required to hold proper immigration status before any assistantship can be paid or attending benefits ensue. Special employment regulations for international students are governed by the Code of Federal Regulations and the Department of Homeland Security/U.S. Citizenship and Immigration Services (USCIS). To ensure compliance with the Code of Federal Regulations, detailed information about international student employment and application procedures are available in the International Services Office, 108 Long Hall; 864-656-3614.

Graduate Assistantships

International graduate students interested in receiving any type of assistantship should submit scores from the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) to Clemson University. International students seeking graduate teaching assistantships whose native language is not English and whose secondary education (and beyond) was not taught fully in English are also required to pass the Test of Spoken English (TSE). Specialists in English as a Second Language (ESL) administer this test at Clemson University. Some departments also have other requirements, such as videotaped oral presentations. Successful scores on all English language tests, the interview, and the presentation (if required) must be completed before the student can begin an appointment as a teaching assistant. See also English proficiency for international teaching assistants outlined earlier in the handbook.

Hourly Off-campus

Permission for off-campus employment must first be requested through the international student advisors in the Office of International Affairs. Off-campus employment generally is unavailable to international students during the first academic year and should not be considered a means of financial support. Students with F-1 visas may apply to the USCIS for limited off-campus work authorization after their first year of study.

Hourly On-campus

Non-academic employment opportunities are available on campus on a first-come, first-considered basis. Once all appropriate requirements are met, applications may be made directly to the hiring source.

Final Check-Out/Exit Interview

When you leave the University due to graduation or any other reason, you must do the following:

- Turn in all keys to the Program Admin Assistant.
- Be sure that all equipment and supplies that you have borrowed are returned.
- Be sure that your office workspace is emptied, clean, and ready for another student.
- Return all borrowed materials (books, journals, etc.) to their appropriate location.
- Schedule an exit interview with a Program Director(s).

PART IV: APPENDICES

Appendix A: Program and Graduate School forms

Students will be required to complete the following forms throughout their studies. Up-to-date versions of the required forms are available at the [Graduate School Form and Request](#) webpage and specific deadlines are available at the [Graduate School deadlines](#) webpage.

Forms to Complete in DBE			
Form ID	Required By	Approximate Deadline*	To be Signed By
GS2D – Plan of Study	Graduate School	Semester prior to graduation (should be done after first year)	Advisory Committee members, dean of college, dean of Graduate School
GS5D – Admission to Doctoral Candidacy (for Ph.D. students only)	Graduate School	At least six months prior to graduation	Advisory Committee members
GS – Research Approval	Graduate School	At least six months prior to graduation	Advisory Committee members
Diploma Application	Graduate School	Within first four weeks of semester in which you will graduate	Online submission — user ID required
GS7D – Final Comprehensive Exam and Dissertation Approval	Graduate School	Two weeks prior to graduation	Advisory Committee members

* See specific deadline dates for Graduate School forms at
https://www.clemson.edu/graduate/students/deadlines.html

Appendix B: Checklist for Doctoral Students in DBE

Checklist for Doctoral Students in DBE			
What	When to Complete	How/Who	Date Completed
Selection of a Major Advisor	By the end of your first year	Notify Program Codirectors	
Appointment of Advisory Committee	By the end of your first year	In consultation with your Major Advisor	
Preparation of curriculum	By the end of your first year	In consultation with your Major Advisor and Advisory Committee	
File plan of study	Beginning of your second year	Form GS2D	
Minimum of 52 credit hours completed, exclusive of research	After second year	Form GS2D	
Comprehensive exam – written	After completion of core classes (May of second year)	Advisory Committee	
Approval of dissertation proposal	After second year, but before comprehensive exams	Advisory Committee signs proposal: you file proposal with Program Co-directors	
Comprehensive exam – oral	After completion of core classes (May of second year)	Advisory Committee	
Admission to doctoral candidacy	Upon completion of comprehensive oral exams and at least six months prior to graduation	Form GS5D and GS Research Approval	

Minimum of 21 hours of doctoral research completed	At least six months prior to graduation		
Apply for diploma	Beginning of final semester*	You fill out online via SISWeb (Tiger Web)	
Order cap and gown	Beginning of final semester	You order through bookstore	
Submit your dissertation – 1st draft	At least 8 weeks before date of final defense	You supply to Advisory Committee members	
Submit your dissertation – final	Approved copies at least 2 weeks prior to final defense	You supply to Advisory Committee members	
Final Defense	At least 3 weeks prior to graduation*	Major Advisor files GS7D with Graduate School	
Submit your completed manuscript to Graduate School for formatting review	At least 2 weeks prior to graduation* (earlier is better)	You submit online at https://tigerprints.clemson.edu/etd_submissions.html	
All formatting revisions completed, approval of manuscript by Graduate School	At least one week prior to graduation*	Via email and website; the manuscript review office will notify you of any revisions required and how to submit them	

* See specific deadline dates for Graduate School forms at
https://www.clemson.edu/graduate/students/deadlines.html.

Appendix C: Graduate School Deadlines

The Graduate School sets deadlines for the following items. The specific dates are determined according to the academic calendar for the semester you plan to graduate.

Form/process	Approximate deadline*
Submit your final GS2D to Enrolled Services	End of the term prior to the term in which you plan to graduate
Submit GS5 and GS Research Approval to Enrolled Services	Six months prior to the defense
Complete online application for diploma (formerly Form GS4D)	Within the first four weeks of the term in which you will graduate
Written notification of defense submitted to Enrolled Services	At least 10 days prior to your defense.
Submit the completed dissertation electronically for formatting review	Two weeks prior to graduation
File GS7D with Enrolled Services	Two weeks prior to graduation
All revisions requested by the Manuscript Review Office must be completed and approved by the Manuscript Review Office	One week prior to graduation

*Refer to the Graduate School's website for actual deadline dates (https://www.clemson.edu/graduate/students/deadlines.html).

DBE Common Track Ph.D. Student Annual Progress Report (Last updated 07/28/24)

Overview	The purpose of this document is to keep track of the progress of each DBE Ph.D. student (Common Track only). It must be completed and signed by the student and advisor and sent by email to DBE co-director Vincent Blouin (vblouin@clemson.edu) during the Spring semester (by March 15th). For policies and regulations, please refer to the DBE graduate student handbook available on the DBE website. For any additional questions concerning this form, please send an email to DBE co-director Vincent Blouin at vblouin@clemson.edu.

Summary Information	Student name: _____ Entering semester and year: _____ Advisor name: _____ Research cluster: _____ Number of credits completed to date: _____ Current GPA: _____ Date of comprehensive exam (expected or completed): _____ Date of graduation (expected): _____ Tentative dissertation title (or research subject): _____ Date completed this report: _____

Core courses (19 credits)	DBE 8010 Advanced Theory in Environmental Design (3 credits) Semester & Year: _____	Credits: _____
	DBE 8050 Critical Reading and Writing (3 credits per semester for the first 2 semesters) Semester & Year: _____ Semester & Year: _____	Credits: _____ Credits: _____
	DBE 8120 Research Colloquium (1 credit per semester for the first 4 semesters) Semester & Year: _____ Semester & Year: _____ Semester & Year: _____ Semester & Year: _____	Credits: _____ Credits: _____ Credits: _____ Credits: _____
	DBE 8150 Research Design & Methods (3 credits) Semester & Year: _____	Credits: _____
	DBE 8160 Research Design Practicum (3 credits) Semester & Year: _____	Credits: _____
		Subtotal: _____

Required Electives (6 credits)	Advanced Methods Course #1 Course number and title: _____ Semester & Year: _____	Credits: _____

Advanced Methods Course #2
Course number and title: _____
Semester & Year: _____   Credits: _____

Subtotal: _____

General *Electives* *(15 Credits)*	Elective course #1 Course number and title: _____ Semester & Year: _____	Credits: _____

Elective course #2
Course number and title: _____
Semester & Year: _____   Credits: _____

Elective course #3
Course number and title: _____
Semester & Year: _____   Credits: _____

Elective course #4
Course number and title: _____
Semester & Year: _____   Credits: _____

Elective course #5
Course number and title: _____
Semester & Year: _____   Credits: _____

Subtotal: _____

Research
(21 credits)

DBE 9900 Directed Study
Semester & Year: _____   Credits: _____
Semester & Year: _____   Credits: _____
Semester & Year: _____   Credits: _____
Semester & Year: _____   Credits: _____

DBE 9910 Doctoral Dissertation Research
Semester & Year: _____   Credits: _____
Semester & Year: _____   Credits: _____
Semester & Year: _____   Credits: _____
Semester & Year: _____   Credits: _____

Subtotal: _____

Committee
Selection

Committee member (Chair) _____   Dept. _____
Committee member _____   Dept. _____
Committee member _____   Dept. _____
Committee member _____   Dept. _____
Committee member (optional) _____   Dept. _____

Committee member (optional) _____   Dept. _____

Presentations
& Publications

Presentations (Conferences, talks, posters). Please provide title, venue, date, etc.
_____
_____
_____
_____

Papers published and/or submitted. Please provide citation(s) and specify published or submitted.
_____
_____
_____
_____

Papers in progress. Please provide tentative citations and specify percentage completed (if appropriate).
_____
_____
_____
_____

Other
Achievements

Grants, Awards, Competitive Scholarships/Fellowships, etc.
_____
_____
_____
_____

Comments

Please enter any additional information.
_____
_____
_____
_____

Advisor
Report

Student's educational performance (courses, plan of study, attendance, etc.)
__ Excellent   __ Very Good   __ Good   __ Below average   __ Poor   __ Unacceptable

Student's research performance (expertise, research plans and methods, etc.)
__ Excellent   __ Very Good   __ Good   __ Below average   __ Poor   __ Unacceptable

Student's academic performance (ethical conduct, writing skills, presentation skills, etc.)
__ Excellent   __ Very Good   __ Good   __ Below average   __ Poor   __ Unacceptable

Comments:
_____
_____
_____
_____

Signatures   Student: Please sign this document after you have reviewed the advisor's report.

Student's signature: _____ Date: _____

Advisor's signature: _____ Date: _____

DBE director's signature: _____ Date: _____