



*College of*

**EDUCATION**

**Clemson University**

**College of Education**

**Department of Educational and Organizational Leadership  
Development**

**Ph.D. in Educational Leadership Handbook**

Revised May 2024

101 Gantt Circle, Room 330  
Clemson, SC 29634  
864-656-3484

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## PROGRAM PURPOSE

A Doctor of Philosophy (Ph.D.) degree is an academic research degree that offers benefits to society as well as to the person earning the degree. The Ph.D. experience requires one to develop skills for the advancement of knowledge, research, and practice available to the field. Clemson's Ph.D. program in Educational Leadership is designed to prepare education scholars, practitioners, and leaders across and for P-20+ educational contexts by engaging in the breadth and depth of theoretical and practical knowledge related to leadership, ethics, equity, research, and policy. Students become scholars and leaders who can discover, integrate, and apply knowledge as leaders in schools, post-secondary educational institutions, state and federal education agencies. This is accomplished through close association with, and apprenticeship to, faculty members experienced in research, teaching and leadership. Doctoral students in Educational Leadership work closely with faculty on shared scholarly interests from the point of admission through their dissertation defense. Typical time-to-degree is four to seven years. Courses are offered through multiple modalities: face-to-face, on-line, and hybrid. Courses are offered on-campus and at the University Center Greenville (UCG).

## OUTCOMES AND LEARNING DOMAINS

Through the doctoral process, faculty expect students to develop in the areas of **Leading, Scholarship, and Practice. Acts of Leading** are understood as collective practices among multiple contributors exercising the abilities of the collective to be mutually supportive towards educational goals (Gronn, 2002; Leithwood & Mascal, 2008; Leithwood et al., 2007; Ogawa & Bossert, 1995; Ni et al., 2017; Spillane, 2006). **Scholarship** is understood as a collective practice of engaging in inquiry and application with and across multiple communities and educational settings to support human flourishing (Boyer et al., 2015). **Practice** is the process of engaging in individual, group, and systemic level appraisals and interventions informed by experiential, inquiry-based knowledge (Ball & Cohen, 1999; Hargreaves, 1996).

Each area of development is assessed through five (5) domains of learning: **Leadership, Equity, Research, Ethics, and Policy.**

**Leadership** involves the critical study of individuals, groups, systems, and organizations and how these inform ethical vision and practices. Within this context, leadership is intended to improve educational experiences at the nexus of teaching and learning across formal education institutions and throughout informal educational opportunities within communities.

**Equity** involves engaging in critical analyses of systems of privilege and oppression through ideological, individual, group, and systemic level appraisals and interventions in pursuit of creating just opportunities and outcomes for all.

**Research** involves systematically identifying, gathering, analyzing, and presenting evidence for the purpose of addressing pressing educational problems of practice and contributing to a larger body of knowledge.

**Ethics** encompasses understanding the legal and moral foundations for the purpose of informing and guiding the work of ethical leaders, researchers, and educators who serve educational institutions, agencies, and organizations.

**Policy** includes identification, analysis, and recommendations addressing current and emerging trends

and problems in social, political, and economic contexts surrounding educational institutions, organizations, and agencies.

## ADMISSIONS PROCEDURES

Application for admission to Clemson's Ph.D. program in Educational Leadership (EDL) begins with an online- application at the Clemson Graduate School's website. All application materials must be submitted electronically to the Clemson Graduate School and should not be sent electronically or through ground mail to faculty or any department members. The process starts and ends at the Clemson Graduate School and is a two-part process. Both the Graduate School and the EDL program must accept students.

A master's degree with an acceptable grade point average is required for admittance to the program.

## APPLICATION DEADLINES

Applications for admissions will be accepted for Fall matriculation by January 15th, for priority consideration (applicants seeking assistantships), and April 15th, for traditional consideration (applicants not seeking assistantships).

## APPLICATION COMPONENTS

Applications are reviewed shortly after the above deadlines and must be complete to be reviewed. Applicants are evaluated on a variety of criteria that includes: personal statement and writing sample, transcript, reference letters, and curriculum vitae.

**Personal Statement** – The personal statement, which will be evaluated for content and as a writing sample, must include:

- Reasons for pursuing the Ph.D. degree in Educational Leadership, including research interests and career goals
- Professional and/or personal experiences shaping your current research interests and career goals
- Program faculty with expertise relevant to your areas of interest for research

**Transcripts** - Unofficial transcripts from all previous institutions are uploaded for the application review. Official transcripts are required after admission and must be sent directly to the Clemson Graduate School.

**Letters of Recommendation** – Three letters of recommendation from current or prior supervisors and at least one professor from a prior degree program should be submitted to the Clemson Graduate School. A form is available on the Clemson Graduate School website, if desired.

**Résumé/CV** - A resume or curriculum vitae that supports candidacy with evidence of pertinent educational leadership experience and evidence that the candidate can perform in a scholarly environment.

**GRE Scores** - GRE scores are suggested but not required.

## ADDITIONAL ADMISSION CONSIDERATIONS

### Non-Degree Seeking Students

Should interested individuals with a relevant master's degree desire to enroll in a course to determine their interest in applying to the Ph.D. program, there may be an option to enroll in EDL 9100 (Introductory Doctoral Seminar) each fall based on space availability. After the Ph.D. admissions process is complete each Spring, the Ph.D. Committee will consider non-degree inquiries based on available EDL 9100 seats and interested individuals' statements about their interest and goal(s) in taking the course. Individuals should be aware that this is the ONLY course that can be taken as non-degree student and those who wish to continue should apply for admission to the program.

NDS applications can be filed here: <https://www.clemson.edu/graduate/admissions/preparing-to-apply/index.html>

### **ED.S. EN ROUTE TO PH.D.**

Accepted students in EOLD's P-12 Ph.D. program can also earn an Educational Specialist's degree (Ed.S.) en route to the Ph.D. Students may apply coursework from the doctoral program toward the Ed.S. degree. To apply for the Ed.S. en route to the Ph.D., students must have completed the courses that lead to licensure in South Carolina as a building-level or district-level leader (See Appendix B a list of the required courses.), and successfully defended their comprehensive exam. The form to apply for the Ed.S. en Route to the Ph.D. is the GS2-14. After students are awarded the Ed.S. en route to the Ph.D., they will remain enrolled as doctoral students.

### **THE ADMISSIONS COMMITTEE**

The Admissions Committee is composed of full-time faculty members who teach courses and/or advise students for the Ph.D. in Educational Leadership. The Admissions Committee meets within one month of deadlines to permit Graduate School and College of Education offices adequate time for processing applications. The Admissions Committee's meeting, to the extent possible, occurs sufficiently before new student registration is opened by Clemson's Registrar's Office to allow notification of acceptance.

### **MENTORS**

Based on application materials, especially the cover letter and curriculum vitae or resume, the Admissions Committee will determine whether there is a relationship between applicant interests and faculty expertise. Based on that determination, the committee will assign a mentor to each admitted new student. A student's mentor is not expected to serve as the student's doctoral advising committee chair.

Mentors support new students through their initial core courses. Mentors answer general questions about registration and enrollment processes and help new students identify and enroll in the preliminary core courses. Mentors may serve on students' Doctoral Advising Committees but are not required to do so.

## PROGRAM

The Ph.D. program includes both course and non-course requirements. In general, Ph.D. program courses provide prerequisite knowledge and skills for the Ph.D. program's non-course requirements. The table below illustrates the courses and progression required for degree completion.

Appendix A outlines the Ph.D. program process and non-course requirement. Appendix B describes the P-12 concentration options.

### COURSE REQUIREMENTS (64 Credit Hours)

Core Courses	Courses	Hours		
<b>Core Courses</b>	- EDL 9050: Theory and Practice in Educational Leadership - EDL 9100: Introductory Doctoral Seminar	6 Hours (min.)		
<b>Research Courses</b>	<b>Intro:</b> - EDF 9270: Quantitative Research Designs & Statistics for Ed. Contexts - EDF 9770: Multiple Regression/General Linear Model in Ed. Research - EDF 9790: Qualitative Research in Education <b>Advanced:</b> - EDF 9720: Phenomenology & Grounded Theory Research Methods & Design - EDF 9710: Case study and Ethnographic Research Methods and Design - EDF 9730: Narrative and Historical Research Methods and Design - EDF 9740: Emerging Qualitative Research Methods & Design - EDF 9750: Mixed Methods Research - EDF 9010: Seminar in the Learning Sciences I	13 Hours (min.)		
<b>Internship</b>	- EDL 9860: Internship in Educational Leadership - EDL 9861: Internship in Educational Leadership Laboratory	3 Hours		
<b>Elective</b>	<i>An additional course to supplement your dissertation content area.</i>	3 Hours		
<b>Concentration</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;"><b>P-12 Concentration</b></p>           EDLL 8000: Intro. to School Leadership            EDLL 8200: School Personnel Develop            EDLL 8250: Law &amp; Ethics for School Ldrs            EDLL 8300: Instructional Leadership I            EDLL 8400: Instructional Leadership II            EDLL 8450: Resource Man't for Schl Ldrs            EDLL 8500/8510: Elem. Internship            EDLL 8550/8560: Sec. Internship            EDL 8100: School Facilities Plan            EDL 8150: The Superintendency            EDL 8200: Politics of Education            EDL 8300: Finance in School Systems EDL 8500: District Internship I            EDL 8510: District Internship II            EDL 9250: Instructional Leadership            EDL 9720: Ethics in Educational Leadership   <p style="color: purple;"><i>See Appendix B for certification options and course pathways.</i></p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;"><b>Higher Education Concentration</b></p> <p style="color: orange;"><b>Concentration Course Requirement</b></p>           EDSA 8190: Contemp. College Stu.            EDL 9500: Educational Policy Studies            EDL 9620: Higher Ed. Governance            EDL 9750: College Teaching            EDL 9770: Diversity Issues in HE            EDL 9800: Current Issues in Ed. Lead.   <p style="color: purple;"><b>Potential Electives</b></p>           EDL 7650: Assessment in Higher Ed.            EDL 8200: Politics of Education            EDL 8390: Research Methods in EdL.            EDL 8850: Selected Topics in Ed. Admin.            EDL 9550: The Two-Year College            EDL 9600: Legal Principles in HigherEd            EDL 9650: Higher Education Finance            EDL 9700: Foundations of Higher Ed.            EDL 9720: Ethics in Ed. Leadership            EDL 9760: External Eff. in Higher Ed.         </td> </tr> </table>	<p style="text-align: center;"><b>P-12 Concentration</b></p> EDLL 8000: Intro. to School Leadership EDLL 8200: School Personnel Develop EDLL 8250: Law & Ethics for School Ldrs EDLL 8300: Instructional Leadership I EDLL 8400: Instructional Leadership II EDLL 8450: Resource Man't for Schl Ldrs EDLL 8500/8510: Elem. Internship EDLL 8550/8560: Sec. Internship EDL 8100: School Facilities Plan EDL 8150: The Superintendency EDL 8200: Politics of Education EDL 8300: Finance in School Systems EDL 8500: District Internship I EDL 8510: District Internship II EDL 9250: Instructional Leadership EDL 9720: Ethics in Educational Leadership  <p style="color: purple;"><i>See Appendix B for certification options and course pathways.</i></p>	<p style="text-align: center;"><b>Higher Education Concentration</b></p> <p style="color: orange;"><b>Concentration Course Requirement</b></p> EDSA 8190: Contemp. College Stu. EDL 9500: Educational Policy Studies EDL 9620: Higher Ed. Governance EDL 9750: College Teaching EDL 9770: Diversity Issues in HE EDL 9800: Current Issues in Ed. Lead.  <p style="color: purple;"><b>Potential Electives</b></p> EDL 7650: Assessment in Higher Ed. EDL 8200: Politics of Education EDL 8390: Research Methods in EdL. EDL 8850: Selected Topics in Ed. Admin. EDL 9550: The Two-Year College EDL 9600: Legal Principles in HigherEd EDL 9650: Higher Education Finance EDL 9700: Foundations of Higher Ed. EDL 9720: Ethics in Ed. Leadership EDL 9760: External Eff. in Higher Ed.	18 Hours (min.)
<p style="text-align: center;"><b>P-12 Concentration</b></p> EDLL 8000: Intro. to School Leadership EDLL 8200: School Personnel Develop EDLL 8250: Law & Ethics for School Ldrs EDLL 8300: Instructional Leadership I EDLL 8400: Instructional Leadership II EDLL 8450: Resource Man't for Schl Ldrs EDLL 8500/8510: Elem. Internship EDLL 8550/8560: Sec. Internship EDL 8100: School Facilities Plan EDL 8150: The Superintendency EDL 8200: Politics of Education EDL 8300: Finance in School Systems EDL 8500: District Internship I EDL 8510: District Internship II EDL 9250: Instructional Leadership EDL 9720: Ethics in Educational Leadership  <p style="color: purple;"><i>See Appendix B for certification options and course pathways.</i></p>	<p style="text-align: center;"><b>Higher Education Concentration</b></p> <p style="color: orange;"><b>Concentration Course Requirement</b></p> EDSA 8190: Contemp. College Stu. EDL 9500: Educational Policy Studies EDL 9620: Higher Ed. Governance EDL 9750: College Teaching EDL 9770: Diversity Issues in HE EDL 9800: Current Issues in Ed. Lead.  <p style="color: purple;"><b>Potential Electives</b></p> EDL 7650: Assessment in Higher Ed. EDL 8200: Politics of Education EDL 8390: Research Methods in EdL. EDL 8850: Selected Topics in Ed. Admin. EDL 9550: The Two-Year College EDL 9600: Legal Principles in HigherEd EDL 9650: Higher Education Finance EDL 9700: Foundations of Higher Ed. EDL 9720: Ethics in Ed. Leadership EDL 9760: External Eff. in Higher Ed.			
<b>Dissertation Residency</b>	EDL 9880: Directed Research	3 Hours		
<b>Dissertation Research</b>	EDL 9910: Doctoral Dissertation Research <i>A minimum of 15 credits must be taken within 12 months of filing the GS-5.</i>	18 Hours (min.)		

## PLAN OF STUDY (GS2)

Students must submit a [Plan of Study](#) (Clemson Graduate School's GS2 form) no later than the beginning of your 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.

## CORE COURSES

These two courses infuse foundational knowledge in the learning domains of Leadership, Ethics, Equity, Research, and Policy from a variety of perspectives among the disciplines that offer research-based knowledge to the theories and practice of Educational Leadership for life-long learning (P-20). Among the purposes of these core courses is the opportunity for professionals to develop identities as researchers and scholars in the field of Educational Leadership. The Ph.D. is a research degree offering students the opportunity to participate in the community of scholars producing and disseminating knowledge for the field, as well as potential advancement in their careers.

## RESEARCH COURSES

Educational Leadership is a diverse multi- and interdisciplinary field. Research courses offer a variety of tools for Ph.D. students who also are mid-career professionals; therefore, EDL Ph.D. students are expected to develop general knowledge about a variety of research epistemologies and methods. All students will be introduced to fundamental research designs and analysis techniques spanning the realms of qualitative and quantitative methods. At the introductory level, students must complete both one qualitative and one quantitative course. Then the Doctoral Advising Committee directs students on further research requirements in advanced qualitative and/or advanced quantitative course work. The recommended sequence of research courses can be found in the Program of Study section of this handbook. It should be noted that EDF 9270 is a prerequisite for EDF 9770; EDF 9770 is a prerequisite for advanced quantitative courses. EDF 9790 is a prerequisite for advanced qualitative courses; EDF 9770 and 9790 are prerequisites for mixed methods.

## RESEARCH INTERNSHIP

The purpose of the required, three-hour course EDL 9860: Research Internship is to provide students an apprenticeship with faculty members who have current research projects underway. This course should be taken towards the end of coursework when students have completed the majority of their research methods courses. Students will work under the guidance of their DAC Chairs or any other faculty member who is conducting active research in EDL. The Research Internship provides students an opportunity to develop viable research questions from the problems and issues of practice and then participate in the development of the research design, data collection, analysis, and reporting phases of research studies. Student products from the Research Internship may include conference proposals, presentations, and manuscripts prepared as a co-author with the faculty member/s to whom they apprenticed during the Research Internship. All research conducted in this internship must meet Clemson's Institutional Review Board (IRB) requirements, including the requirement that students have [valid IRB certification](#). Students may also use the Research Internship to build their curriculum vitae demonstrating their growth in scholarship and their emerging research agenda for their dissertations.

## ELECTIVE COURSE

Students are required to take one elective course of their choice. This is an opportunity for students to take courses that will expand their credentials in a given area or that would supplement their dissertation content area.

## CONCENTRATION OPTIONS



Clemson's Ph.D. in Educational Leadership recognizes the importance of life-long learning as well as leadership policy and systemic issues between schooling and post-secondary education. This P-20 framework is addressed through core coursework as well as through faculty and students' research agenda. For the Comprehensive program of studies post-prelims, the Doctoral Advising Committees focus students' programs in one of two concentrations, Higher Education (HE) or elementary and secondary education (P-12). The minimum number of concentration credit hours is 18, but as with all categories of coursework, the Doctoral Advising Committee may recommend exceeding the minimum based on the student's research agenda and career aspirations.

For the Higher Education Concentration, students are required to take six (6) predetermined courses (which are outlined in the Program of Study section of this handbook) and work with their Doctoral Advising Committees to choose a possible elective. The Higher Education and Student Affairs faculty will offer additional coursework and select seminars germane to leadership in Higher Education and on immediate issues that arise affecting higher educational leadership, policy, and practice.

Students interested in the P-12 concentration (see Appendix B) have four options among their concentration coursework. In three of these options, students may choose to obtain state of South Carolina licenses for work as school administrators at the building level or at the district level. Note that state regulations provide the requirements for certification; Doctoral Advisory Committees do not have the jurisdiction to change state regulations and requirements. Students must work with EDL's certification officer (an EDL faculty member) in completing a worksheet of requirements. In many cases, this certification officer may not be a member of the Doctoral Advising Committee. The Chair and Doctoral Advising Committee will need the completed worksheet to enable advising and completion of the degree program of studies form, the GS2. Students who select a certification option are responsible for meeting with the EDL faculty member designated as the certification officer and obtaining a completed worksheet to circulate among their Doctoral Advising Committee members.

The certification worksheet and the GS2 are two different forms required for P-12 students who have selected a certification option. The certification worksheet is Clemson's documentation to the state of South Carolina of the approved program for certification. The GS-2 is the Doctoral Advising Committee's documentation to Clemson's Graduate School of the course requirements for obtaining the Ph.D. students who select one of the three certification options for their concentration in P-12 must complete the state's approved program requirements. These certification requirements range in credit hours from 21 to 36. More information can be obtained from the South Carolina Department of Education website.

P-12 students have a fourth option should they not require any state certification to attain their goals professionally or academically. The fourth option is a non-certification option and the coursework design is completely at the discretion of the Doctoral Advising Committee. Students may select a combination of coursework among courses for both higher education and P-12 concentrations. The minimum number of credits for this non-certification P-12 concentration option is 18. P-12 concentration courses are typically offered through cohorts established with local school districts and are frequently taught off-campus. More information about cohort course delivery can be obtained by contacting the EOLD Student Services Coordinator.

## **ACADEMIC PROGRESS AND PROGRAM DISMISSAL**

Students are expected to make satisfactory academic progress. Advisors and students should discuss academic progress regularly. Additionally, students who are not able to make satisfactory academic progress may be recommended for program dismissal by the Graduate School.

Students may be dismissed from the program for failure to maintain satisfactory academic progress, receipt of no pass (NP) for dissertation credits, second failure on a comprehensive exam, second failure on a dissertation defense, failure to meet required program expectations, failure to maintain continuous enrollment, student conduct issues, or academic integrity violations. Dismissed students are permitted to reapply to the Graduate School to pursue the same or different degree program unless they have been

permanently dismissed. Admission decisions will be considered upon recommendation by the program area. Permanently dismissed students will not be considered for any Clemson academic degree, certificate, or non-degree enrollment. More information on academic progress and program dismissal can be found in the [Graduate School Policies and Procedures](#).

### **TIME LIMIT FOR DEGREE COMPLETION**

All requirements for the doctoral degree must be completed within eight (8) years from the date students first matriculate into a doctoral degree program at Clemson. The time limit applies to all doctoral programs, even cases where a student is receiving a master's degree en route to the doctorate. Students who are entering their seventh or eighth year of enrollment are strongly encouraged to enroll in EDL 9880 for additional writing, research, and advising support.

Students who exceed the timeline for degree completion will be notified of their status. Notifications will be sent to the student's Clemson University email, address of record, and the student's mentor.

Students may [withdraw from the University](#) or they may request an extension using the EOLD Ph.D. Time Limit Extension Request (Appendix D). The request must be completed in consultation with the student's mentor or chair. The request will be reviewed by EOLD program faculty, including the Ph.D. Program Coordinator and Director of Graduate Studies. If the extension request is approved by program faculty, it will be forwarded to the Graduate School for review. If the extension request is approved by the Graduate School, the student is required to meet all major deadlines outlined in the plan. Failure to meet any major deadlines may result in a recommendation for dismissal from the graduate program.

More information on academic progress and program dismissal can be found in the [Graduate School Policies and Procedures](#).

## DOCTORAL ADVISING COMMITTEE

According to Clemson's Graduate School, the Doctoral Advising Committee holds the ultimate responsibility for program design and supervision of students and candidates for the degree. All of EDL's Ph.D. students are encouraged to review Clemson's academic policies and requirements for Graduate studies on the Graduate School's website. Students are responsible for obtaining consent among the faculty about serving in the capacity of Doctoral Advising Committee members. A full list of EOLD faculty can be found on the department website.

Committee membership typically adheres to the following characteristics for committee members:

- Four faculty members with graduate faculty status from the EDL program and other disciplines or areas of expertise relevant to the doctoral student's topic, theory, or methods for dissertation preparation and completion. One member must be a non-EDL faculty member.
- At least half of the faculty members on the Doctoral Advising Committee must hold expertise in the EDL Ph.D. program.
- In some cases, non-Clemson committee members may be included on the Doctoral Advising Committee due to their unique expertise germane to the student's research. Such members are subject to Clemson's peer review process for adjunct faculty. The Tenure Promotion and Review (TPR) committee within the Department of Educational and Organizational Leadership Development (EOLD) has the final jurisdiction in determining a non-Clemson committee member's suitability to serve on any Doctoral Advising Committee.

The table below demonstrates the possible configurations of faculty expertise in a student's doctoral advising committee.

### DOCTORAL ADVISING COMMITTEE CONFIGURATIONS

Most Common Configuration	Alternative I	Alternative II
1. EDL DAC Chair 2. EDL faculty 3. EDL faculty 4. Outside EDL faculty	1. EDL DAC Chair/ 2. EDL faculty 3. COE faculty 4. COE or Clemson faculty	1. EDL DAC Chair/ 2. EDL faculty 3. COE or Clemson faculty 4. Non-Clemson expert faculty

### CHAIR OF THE DOCTORAL ADVISING COMMITTEE

Anyone holding a full-time, tenure-track position among the EOLD faculty of the College of Education (COE) may serve as a chair of a student's Doctoral Advising Committee. While we primarily use the term Dissertation Advising Committee Chair (or DAC Chair), some other university entities use the terms Major Advisor or Dissertation Director.

Because Clemson is a research university and a member of the University Council for Educational Administration (UCEA), and because the Ph.D. is an academic degree, the selection of a Chair should focus primarily on expertise in the focus of the student's research. Clemson's Ph.D. program in Educational Leadership is designed to support faculty and student productivity in terms of conference presentations and publications based on EDL field research. Therefore, the Chair as well as other members of the Doctoral Advising Committee, and Ph.D. students should, if possible, write, present, and publish together. Students need to consider this expectation in selecting their advisors and choose the faculty members whose expertise is most closely aligned with their intended research.

According to Clemson's Institutional Review Board (IRB) policies, the Chair serves as the Principal

Investigator (PI) of the student's dissertation research project, not the student. That fact places the Chair and student in a mutual, high stakes relationship requiring the student's careful attention to research protocols.

Chairs are responsible for directing students toward appropriate literature and methods, providing feedback on progress to degree, and assuring that the student is aware of deadlines and institutional requirements for progress toward degree. Students must willingly take such degree progress feedback and research advice, and ultimately hold responsibility for meeting requirements at both program and institutional levels.

Students who need to change their Chair can discuss the rationale for change with the current advisor, secure a new advisor, and submit an updated GS2 Committee form. It is not uncommon for faculty to leave the institution. As a result, students and advisors may be left to determine whether or not that person may and should remain on their DAC. As a common practice, the EDL faculty has adopted the following stipulation: if a student is on track to defend the dissertation within one year of the faculty member departing, that person may remain on the DAC. If students are beyond one year before completion, they should work with their Chair to determine next steps in replacing that committee member.

At Clemson, even though faculty may hold what is termed a full-time position, most hold only a 9-month contract that covers the period of August 15 through May 15 of the academic year. During the contract period, faculty members have responsibilities for teaching, research and service. Because Clemson is a research-extensive university, not a teaching university, faculty members are involved in research and service (such as committee meetings) when they are not scheduled for courses. Summer contracts generally cover teaching assignments, not research or advising assignments, except in rare cases. Course schedules during the summer usually span three to eight hours daily, which also limit faculty availability for advising during summers. Students should anticipate the limited availability of faculty based on these multiple time-demands and make appointments and plan their advising sessions well in advance.

## **EOLD DOCTORAL STUDENT REFLECTIVE ASSESSMENT**

The EOLD Doctoral Faculty are committed to supporting students in their development as educational leaders, scholars, and practitioners across P-20+ educational contexts. The purpose of the Reflexive Assessment is to support students' articulations of their development as scholar-practitioners as a result of engaging in the Ph.D. program. This assessment is intended to provide structured reflection and feedback throughout the academic program, specifically at the entry point (e.g., EDL 9100), near the end of coursework (e.g., EDL 9880), and upon submission for the dissertation defense.

## COMPREHENSIVE EXAMS AND CANDIDACY

The Comprehensive Examination is taken by doctoral students at the end of their academic course work (based on the committee's recommendation, it could be prior to, or simultaneously with, taking EDL 9880). The primary purpose is to give the student an opportunity to perform the following:

1. Demonstrate an understanding of basic concepts beyond the final examination taken in specified courses,
2. Form and articulate scholarly arguments and concepts in areas of study,
3. Use the methods of argument, presentation, conclusion, implication, application, and organization to synthesize knowledge from the student's studies,
4. Illustrate an ability to integrate concepts from multiple disciplines, and

The Comprehensive Examination provides students the opportunity to synthesize knowledge at an advanced academic level. At Clemson, students who successfully complete the Comprehensive Exam are admitted to Candidacy upon the Doctoral Advising Committee members' signatures on the Graduate School's GS-5D.

Comprehensive exams must advance the student's research agenda and thus should support their dissertation work in some way. Students must work with their Chair and DAC to confirm the project before the student begins working on it. Students should plan to complete the exam at least one semester ahead of when they plan to defend it depending on the project. All exams require a written artifact to document the product. There are a number of options students can consider for the comprehensive exam, including but not limited to (list is in alphabetical order):

- **Evaluative-Research Project**
  - Students work with a client to complete an evaluative-research project by which the students uses theoretical and methodological expertise to support the evaluation of a program
    - Product – written research report with reference list
- **Four-Question Exam**
  - Students complete a four-question, take-home exam that is created with the DAC and the input of the student
    - Product – written essays with reference list
- **Manuscript for Publication**
  - Students propose and write a publishable manuscript to the standards of a chosen publication outlet
    - Product – final version of manuscript ready for submission
- **Pilot Study**
  - Students conduct a small scale, feasibility study with a targeted purpose (i.e., test a protocol, validate an instrument, attain information towards the construction of the dissertation)
    - Product – written research report with reference list
- **Systematic Literature Review**
  - Students identify, critically appraise, and summarize the existing evidence concerning a clearly defined problem
    - Product – written research report with reference list

Students must give their DAC two full weeks to review the exam product after which the student will defend their exam to the DAC in a meeting. The defense permits students and the Doctoral Advising Committee

members to engage in a discussion of the students' project. A typical presentation begins with a brief overview of the project from the student. Then faculty members engage the students in further analysis, clarification, and discussion of the concepts presented. In many cases, it is appropriate for the final portion of the defense to include an overview of the student's research agenda and timeline to proposal development and proposal defense.

### **Passing the Comprehensive Exam**

Once the student has successfully completed the Comprehensive Exam the committee will forward a signed GS-5D form to Clemson's Graduate School requesting that the student be admitted to candidacy for the Ph.D. degree. Students who fail their Comprehensive Exams may retake the Exam the following semester, with DAC approval. Failing the Comprehensive Exam a second time will result in a recommendation for dismissal to the Graduate School.

### **CANDIDACY CORE COURSE**

**EDL 9880: Directed Research** is the required post-candidacy course in which students refine the conceptual basis for their dissertation research in directed study with faculty. Ph.D. candidates use this course to draft one or more chapters of their dissertation proposal. Prior to taking EDL 9880, students must have submitted their GS2, completed the vast majority of their coursework, including at least three research courses, and developed a plan for completing their Comprehensive Exam. This course is repeatable up to 6 credit hours in the event students need more support to complete the proposal.

### **STATE REQUIREMENTS FOR CERTIFICATION**

Note that given state requirements attached to accreditation for certification, P-12 students who have selected a certification option must complete the required certification assessment. Typically, certification concentration assessment involves more than one question and can be arranged with the certification officer, who is an EDL faculty member. The certification officer is the faculty member who signed the certification worksheet that the student submitted to the Doctoral Advising Committee when setting up the program of studies post-prelims for the GS2.



## DISSERTATION RESEARCH AND WRITING

The dissertation research and writing process is a highly intensive (18 credit hours minimum) experience. Students are required to complete 15 credit hours of Dissertation Research (EDL 9910) within 12 months of submitting the GS5. Dissertation writing and research requires close association between the dissertator (Ph.D. Candidate) and the Chair. Both are ultimately responsible for fidelity in the research protocols per IRB requirements, meeting all of Clemson's requirements, as well as the professional demands for ethics and knowledge development in the field of Educational Leadership. Clemson's requirements are enumerated on the Graduate School's web pages for the formatting and submission of dissertations. The field of Educational Leadership demands appropriate written communications and attention to matters of spelling, grammar, and ethics as detailed in the latest edition of the American Psychological Association's Publication Manual (also known as the APA Manual).

As adult professionals, Ph.D. candidates assume primary responsibilities for establishing their research and writing deadlines and must accommodate the research, teaching and service assignments of their Chairs and Doctoral Advising Committee members in setting and meeting those deadlines. Clemson's Graduate School provides a specific list of deadlines germane to each semester's timeline for graduation ceremonies, and Ph.D. students must meet such deadlines and should build them into their plans for progressing from the point of their proposal defense through the research and writing processes up to the dissertation defense.

Successful Ph.D. graduates attribute the following strategies to their degree completion:

- Meet at least monthly, if not more with the Chair, and as needed, with other Doctoral Advising Committee members.
- Divide the research process into sub-tasks based on the study's methods and protocols and set firm dates for completing those sub-tasks.
- Outline the final dissertation chapters and use those sections as sub-tasks with firm dates for completing those sub-tasks.
- Each sub-task completed should involve informing the Chair as well as receiving Doctoral Advising Committee faculty members' (primarily the Chair's) feedback and advice on the next sub-task.

### DISSERTATION PROPOSAL

The dissertation residency course (EDL 9880) should be used to prepare the dissertation proposal. This is developed under the tutelage of the Chair. The proposal is comprised of the first three chapters of the dissertation: Introduction, Literature Review, and Research Design. In the dissertation proposal defense meeting (which can, with approval of the Chair, be conducted at the same time as the Comprehensive Exam although, given time constraints, this should be considered carefully), candidates are expected to present and defend a complete dissertation proposal. The dissertation advisory committee will support the candidate in further developing and refining the proposal. The student may not submit an IRB application or collect data without committee approval.

The hallmark of research at Clemson, a research-extensive university and a UCEA institution, is the transparent dissemination of knowledge. All EOLD Ph.D. proposal defenses are public events. Working with the Doctoral Advising Committee, the Ph.D. candidate schedules a date acceptable to all of the committee members. The candidate works with the administrative assistants in the College of Education to reserve a suitable location (conference room) for the proposal. A virtual proposal (e.g., zoom) is also acceptable. Once the date and location have been determined, the candidate emails the graduate programs coordinator (or designee) in the College who will circulate an announcement of the proposal defense and publish the dates online with the Graduate School's online process. Typical attendees are other Ph.D. students and interested

faculty.

The Ph.D. candidate distributes a complete proposal upon approval of the Doctoral Advising Committee Chair to the Doctoral Advising Committee **at least two weeks prior** to the scheduled defense.

The agenda of the defense includes the following items:

1. A brief overview of the research study by the Ph.D. candidate.
  - a. The overview typically includes a discussion of concepts/theory and prior research, a clear statement of the problem with associated research questions, a design appropriate to the research problem, an explicit specification of the research procedures from data generation/collection through analysis with projected formats for presentation of results.
2. The Doctoral Advising Committee members and others attending the proposal defense may ask questions of the candidate on any aspect of the proposal.
  - a. Generally, faculty members focus their questions on proposal elements most germane to their areas of expertise.

The outcome of the proposal defense may range from full Doctoral Advising Committee support to proceed (pending IRB approval) to a request for substantial revision to the proposal and scheduling of a new defense. Sometimes the Ph.D. candidate and the Chair receive instructions from the Doctoral Advising Committee to implement minor revisions, circulate the revised proposal, and pending full approval from all of the Doctoral Advising Committee members, then proceed with the study. The next step for proposals approved by the Doctoral Advising Committee is obtaining Clemson's Institutional Review Board approval.

### **IRB Approval**

Ph.D. candidates may not seek IRB approval for their dissertation research until successfully defending their proposals. Ultimately, the Chair serves as the Principal Investigator (PI) for the candidate's research. The steps in this process are key to Clemson's procedures assuring the ethical construction and trustworthiness of research protocols.

The Doctoral Advising Committee serves as the first step in screening the design and methods of Ph.D. research for validity and ethical treatment of participants. The IRB is a second step in this process, not an initial one. In addition to the prerequisite of a successful proposal defense, the Office of Research Compliance has two other prerequisites:

1. Research Certification of the Ph.D. Candidate, which should have been obtained in EDL 9100, and renewed, if more than two years have elapsed since then
2. Research Certification of the DAC Chair

Using the InfoEd platform, students create a human subject research proposal. The Chair must be included on the form as the primary PI. The complete human subjects research proposal must be submitted by the Chair in InfoEd. The Office of Research Compliance communicates with the Chair. The student and the Chair must complete all revisions required in the InfoEd Platform.

### **DISSERTATION OPTIONS**

Students in the EDL program have two options for their dissertations:

1. They may develop a traditional five-chapter dissertation (introduction, literature review, design, results, and discussion).
2. The student may develop a three-article dissertation
  - a. This is particularly attractive for students certain of pursuing an academic career or who are working closely with a faculty member on his or her research agenda. The student needs to work closely with the Advisor to meet the requirements of both options.



## GRADUATE SCHOOL DEADLINES

Every semester Clemson's Graduate School publishes specific deadlines on its [website](#) for students planning to graduate. Students, not faculty, are responsible for being aware of and meeting all university requirements, especially the deadlines published by the Graduate School. Some of these deadlines occur as early as the first week of classes, and potential graduates must meet those deadlines. Otherwise, the Graduate School will charge and collect late fees for missing any of these deadlines. EDL's Ph.D. students must meet these deadlines and Graduate School requirements and policies without exception.

## DISSERTATION DEFENSE AND PUBLICATION

As is the case with the proposal defense, the dissertation defense is a public event for the transparent dissemination of knowledge. Dissertation defense dates are communicated within the College of Education and [Clemson's Graduate School](#) calendar. Ideally, throughout the program and process, the Chair and Doctoral Advising Committee members have worked with the Ph.D. candidate in increasing knowledge dissemination and productivity through presentation of aspects of the student's research agenda at conferences and in preparing manuscripts. Such presentations serve as preparation for the public defense of the dissertation. These experiences should be apparent in the student's updated curriculum vitae, which appears as an appendix in the dissertations from EDL's Ph.D. program.

All members of the Doctoral Advising Committee and the student have agreed to the defense date at least a month in advance. Students may not attempt to schedule their defenses without explicit permission from their Chair. **The Ph.D. candidate submits a final draft of the dissertation to the Doctoral Advisory Committee at least two weeks before the defense date.** The candidate works with the administrative assistant in the College of Education to reserve a suitable location (conference room) for the defense, or with the Chair to schedule a virtual meeting using Clemson's approved platforms. Once the date and location have been determined, the candidate contacts the graduate programs coordinator (or designee) in the College who will make a public announcement of the defense date and location and to alert the Graduate School. The defense date must also be published using the Graduate School's online process.

Generally, the agenda for the dissertation defense follows a similar format as the proposal defense. Candidates provide a brief presentation of their research studies from the theoretical contributions through design, data collection, analysis and results with a discussion of implications for research and practice. Members of the Doctoral Advising Committee as well as other attendees may question the candidate about any aspect of the study. Members of the Doctoral Advising Committee may request revisions to the final dissertation, which must be completed before the degree is conferred. Once all revisions are complete, the Doctoral Advising Committee will sign and submit the GS8 form to the Graduate School. The student must also complete Graduate School requirements, including a dissertation formatting review, prior to graduation. See the [Graduate School Graduation Deadlines](#) for additional requirements and graduation procedures.

A successful defense leads to graduation and the receipt of the Ph.D. with a hooding ceremony. The Doctoral Advising Committee determines the next steps if the defense is unsuccessful.

The consequences of failure may range from reconfiguration of the Doctoral Advising Committee to adding to the research protocol or to restarting the process from the proposal stage. As at any point in the Ph.D. program, the Doctoral Advising Committee also has the right to prescribe additional coursework and preparation to aid the student in successfully completing the degree. Usually, the requirements set by the Doctoral Advising Committee require time for completion, which means that the earliest a new dissertation defense may be scheduled is in the next semester.

In accordance with the Graduate School, all dissertations will be screened with [iThenticate](#) to check for potential plagiarism.

**Educational Leadership AI statement (developed from Clemson's Graduate School Statement on Artificial Intelligence and Academic Integrity)**

Artificial intelligence (AI) is becoming ubiquitous in all phases of life including on college campuses. AI tools continue to transform teaching, learning, and research when used properly; however, improper use negatively impacts student learning and the generation of original and creative thought that is a core intent of the academy. Students should meet with their mentors regarding related expectations and the consequences of violating the University's [Research Misconduct policy](#).

## Appendix A: Educational Leadership Program Process and Non- Course Requirements

Scholarship in a terminal degree requires completion of coursework combined with non-course degree requirements. For the Ph.D. in Educational Leadership (EDL), the process occurs as follows:

### Admission to Ph.D. in Educational Leadership & Clemson's Graduate School

- Use the Clemson Graduate School [Online Application](#)
- Include additional EDL Program Admissions Requirements
- Review Clemson University Financial Support and Tuition [Information](#):
- Consult with a Ph.D. faculty member in chosen concentration
- Review Course Work and Clemson's General Guidelines and Regulations. See the Clemson [Graduate School Catalogue](#) and [Graduate School Handbook](#) for the following:
  - Registration for Courses, The Grading System, Required GPA and Scholastic, Probation, Independent Study, and Student Academic Responsibilities
- Meet with assigned Mentor

### Preparation for Preliminary Dissertation Advisory Committee (DAC) Meeting

- Select of Doctoral Advisory Committee, including the Chair and at least two other members of the committee
- Share the Reflexive Self-Assessment completed in EDL 9100
- Complete the initial Program of Study Plan (Filing of [GS2](#) Form (Committee and Program of Study (POS))
- Schedule meeting with the DAC to review the Reflexive Self-Assessment, POS, and Research interests (*DAC Meeting 1*)

### EDL Ph.D. Program of Study

- See Program of Study section in this handbook

### Preparation for the Comprehensive Examination

- Meet with Chair to solidify a plan for comprehensive exams
- Prepare a comprehensive exam proposal
- Schedule meeting with the DAC to defend the comprehensive exam proposal (*DAC Meeting 2*)
- Confirmation of Doctoral Advisory Committee membership and audit of [GS2](#) courses
- Complete Comprehensive Examination
- Schedule meeting with the DAC to defend the comprehensive exam and complete the [GS-5D](#) Form (*DAC Meeting 3*)

### Preparation for Dissertation Research and Writing

- Complete the Directed Research course (EDL 9880)
- Register for EDL 9910 Doctoral Dissertation Research as necessary (18 hours required)
- Prepare the dissertation proposal and IRB application (to be given to Chair with proposal)
- Schedule meeting with the DAC to defend the dissertation proposal (*DAC Meeting 4*)
- Receipt of Institutional Review Board Approval
- Conduct dissertation research and write the dissertation
- The Final Timeline – [See Clemson Graduate School Deadlines](#)

### Dissertation Defense

- Schedule meeting with the DAC to defend the dissertation (*DAC Meeting 5*)
- File Announcement for the Dissertation Defense once date is set
- Dissertation Defense and discussion with DAC about future publications and careers
- Upon successful defense, file graduation application (iRoar) & [GS-7D](#) (forms are not considered complete until Committee indicates successful completion of the Dissertation Defense)
- Complete revisions and edits to the dissertation and submit to [Clemson](#) Copy

- Complete the Reflexive Self-Assessment
- Participate in the Hooding Ceremony and other celebratory events!

## Appendix B: Ph.D. in Educational Leadership P-12 Concentration Options

Building Level Certification Option	District Level Certification Option	Building & District Level Certifications <sup>3</sup> Option	Non-certification
SC <sup>1</sup> Elementary OR <sup>2</sup> Secondary School Principal/Supervisor  EDLL 8000: Intro. to School Leadership  EDLL 8200: School Personnel Development  EDLL 8250: Law & Ethics for School Leaders  EDLL 8300: Instructional Leadership I  EDLL 8400: Instructional Leadership II  EDLL 8450: Resource Man't for School Leaders  EDLL 8500 & EDLL 8510: Elem Intern. <sup>4</sup> <b>OR</b> EDLL 8550 & EDLL 8560: Sec Intern. <sup>4</sup>	SC Superintendent Certification  EDL 8100: School Facilities Planning  EDL 8150: The Superintendency  EDL 8200: Politics of Education  EDL 8300: Finance in School Systems  EDL 8500: District Internship I <sup>4</sup>  EDL 8510: District Internship II <sup>4</sup>  EDL 9250: Instructional Leadership	SC Elem or Sec Principal/Supervisor  Plus SC Superintendent  EDLL 8000: Intro. to School Leadership  EDLL 8200: School Personnel Development  EDLL 8250: Law & Ethics for School Leaders  EDLL 8400: Instructional Leadership II  EDLL 8500 & EDLL 8510: Elem Intern. <sup>4</sup> <b>OR</b> EDLL 8550 & EDLL 8560: Sec Intern. <sup>4</sup>  EDL 8150: The Superintendency  EDL 8200: Politics of Education  EDL 8300: Finance in School Systems  EDL 8500: District Internship I <sup>4</sup>  EDL 8510: District Internship II <sup>4</sup>  EDL 9250: Instructional Leadership	Combination of any certification courses plus other options, such as:  EDL 8850: Selected Topics  EDL 9150: Educational Planning  EDL 9720: Ethics in Ed. Leader
<b>Total Credits = 24<sup>5</sup></b>	<b>Total Credits = 21</b>	<b>Total Credits = 36</b>	<b>Total Credits = 18 (min)</b>

<sup>1</sup> The courses listed meet SC Department of Education requirements for approved programs at the building level and the program meets CAEP/ELCC National Recognition for an accredited program.

<sup>2</sup> Candidates must have both teacher certification and 3 years of teaching experience at the level of principal/supervisor certification sought. For example, to be eligible for SC Elementary Principal/Supervisor certification, the candidate must have a valid SC Elementary Teacher Certificate and three years of teaching in one or more of the elementary grades, 1 through 5.

<sup>3</sup> For final approval of the superintendent's certification, the state of SC requires not only holding the principal certificate, but also completion of two years of employment in a position utilizing that certificate as prerequisites. Therefore, completion of coursework satisfies only a portion of the requirements for district superintendent under SC statutes and regulations.

<sup>4</sup> Note: Certification internships do not substitute for the required Research Internship (EDL 9860) nor vice versa.

<sup>5</sup> To meet SC certification requirements, some concentration options must exceed the degree minimum of 18 credits.

## Appendix C: Required Forms for Doctoral Students/Candidates

Form	Description	Location	Notes
GS2	Committee Selection and Plan of Study (two part form)	iROAR	Students should submit their GS2 no later than the beginning of their fourth semester of study following matriculation.
GS5D	Results of the doctoral degree comprehensive examination	<a href="#">GS website</a>	The chair of the advisory committee should submit the GS5D to the Office of Enrolled Student Services within three weeks of the examination.
Announcement of Dissertation Proposal	Student provides dissertation information to CoE Student Services for announcement to faculty, staff and doctoral students	<a href="#">CoE website</a>	Students should submit this form no less than 10 days prior to their proposal. Proposal defenses are public, and audience members must be admitted for both virtual and in-person events.
Thesis/Dissertation Research Approval	Advisory committee's approval of student's dissertation research proposal	<a href="#">GS website</a>	Upon committee approval (minor changes notwithstanding) the form is to be completed by the advisory committee and submitted to the Graduate School. If additional changes are expected before commencing with the 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. If the proposal process is commensurate with the requirements for the comprehensive exam, this form should be submitted concurrently with the GS5D form.
Announcement of Dissertation Defense	Student provides dissertation information to CoE Student Services for announcement to faculty, staff and doctoral students	<a href="#">CoE website</a>	Students should submit this form no less than 10 days prior to their defense. Dissertation defenses are public, and audience members must be admitted for both virtual and in-person events.
Defense Schedule Notice	Official notification to the Graduate School of student's defense/Defense posted to Graduate School defense calendar	<a href="#">GS website</a>	Students should submit this form no less than 10 days prior to their defense.
GS7D	Dissertation Defense and Approval Form	<a href="#">GS website</a>	Committee must complete and return to the Office of Enrolled Student Services. The committee should not sign this form until the manuscript is responsive to all committee members' concerns and recommendations.



## Appendix D: EOLD Ph.D. Time to Graduation Extension Request



**EOLD Ph.D. Time to Request**

**Graduation Extension**

**Directions:** Complete all information on the form in consultation with your advisor or Chair. Email a copy of the form to your advisor, the Ph.D. Program Coordinator, Dr. Hinnant-Crawford ([bhinnan@clemson.edu](mailto:bhinnan@clemson.edu)), and the Director of Graduate Studies, Dr. Cawthon ([cawthot@clemson.edu](mailto:cawthot@clemson.edu)). If you receive program approval, you will submit the form to Misty Stewart, the Director of Graduate Student Success ([misty4@clemson.edu](mailto:misty4@clemson.edu)) for review by the Graduate School.

Name: \_\_\_\_\_

CUID#: \_\_\_\_\_

Advisor or Chair: \_\_\_\_\_

Dissertation Advisory Committee [DAC] Members: \_\_\_\_\_

\_\_\_\_\_

Initial Enrollment in Program (Ph.D. or EdS/MEd en route to Ph.D.)

Month: \_\_\_\_\_ Year: \_\_\_\_\_

Last Course Completed (Do not include dissertation research hours like EDL 9910)

Course: \_\_\_\_\_

Month: \_\_\_\_\_ Year: \_\_\_\_\_

Extension Request (explain rationale for extension, and briefly summarize how you plan to ensure successful degree completion by your proposed timeline): \_\_\_\_\_

\_\_\_\_\_

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Advisor/Chair Comments: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

**Proposed Timeline Extension – 1 year**

Major Deadlines	Due Date (MM/DD/YYYY )	Completion Date (MM/DD/YYYY Y)
<b>Review GS2 and GS Plan of Study with DAC, and submit forms</b>		
Comprehensive Exam submitted to DAC; schedule defense no earlier than 2 weeks from submission		
Present Comprehensive Exam		
<b>GS5D – Chair submits</b>		
Complete Dissertation Proposal (Chapters 1 – 3) and submit to Chair		
Complete Chair’s recommended proposal revisions		
Submit revised and edited dissertation proposal to DAC; schedule proposal defense no earlier than 2 weeks from submission		
Proposal Defense		
Complete proposal revisions required by DAC		
<b>GS-Approval for Research – Chair submits</b>		
Complete IRB application – Chair submits		
Complete IRB revisions – Chair submits		
Data Collection		
Data Analysis		
Complete Chapters 4 – 5 and submit to Chair		
Complete Chair’s recommended revisions		
Apply to graduate		

Order Cap and Gown and Diploma		
Submit revised dissertation to DAC		
Schedule Defense (Submit Defense Form) no earlier than 2 weeks from submission to DAC		
<b>Dissertation Defense</b>		
Complete dissertation revisions required by DAC		
Submit Final Dissertation to DAC & Grad School Ms. Review Office		
<b>File GS7D – Chair Submits</b>		
Submit complete, revised dissertation to Graduate School		
Graduation		

**Directions:** Complete the proposed timeline in consultation with your advisor. Also review deadlines set by the Graduate School

(<https://www.clemson.edu/graduate/students/deadlines.html>).

As a student, it is your responsibility to email the Ph.D. Program Coordinator, EOLD Director of Graduate Studies, and your Chair/Advisor when you complete key objectives, which are highlighted in yellow. Failure to meet a deadline is grounds for immediate dismissal.