

# **Clemson University**

## **College of Education**

**Department of  
Educational and Organizational Leadership Development (EOLD)**

**Master of Education (MEd) and Education Specialist (EdS) Degrees in  
Educational Leadership**



*Department of*  
**EDUCATIONAL AND ORGANIZATIONAL  
LEADERSHIP DEVELOPMENT**

**Room 332, 101 Gantt Circle  
Clemson, SC 29634-0707**

Revised APRIL 2023 FOR 2023-2024 ACADEMIC YEAR

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## **Program Purpose**

The purpose of Clemson University's Educational Leadership (EDL) program is to prepare leaders who serve students and communities collaboratively and courageously, with an ethical commitment to equity, and the curiosity, self-awareness, and resiliency to grow, sustain, and nurture a community of learners. Leaders who successfully complete the program will become skilled at confronting the complex problems associated with state and regional poverty, race, and rurality. They will also strive to grow and sustain equitable systems and will contribute to the development of socially just schools and communities.

## **Program Goals**

The specific goals of the program are to develop leaders who are able to:

- Understand and respond to the complex issues of poverty, race, and rurality and how they affect learners, schools, and communities
- Use strategies based on adult learning theory to structure and lead rich professional development for staff
- Apply sound managerial processes to enhance smooth school operations
- Develop environments of continuous learning to foster learning environments that expand the capacity of individuals and organizations
- Foster the talents and performances of individuals and organizations
- Advocate for improved policy and practice to facilitate equitable learning contexts for all students

## **Program Dispositions**

The faculty in the EDL program are committed to recruiting and preparing leaders for diverse schools. We seek to attract students with specific qualities and to nurture and strengthen those qualities throughout the program. We value and are committed to the following dispositions:

- Collaborative
- Committed to equity
- Courageous
- Critical
- Culturally competent
- Curious
- Ethical
- Reflective
- Resilient

## PROGRAM OVERVIEW

The EDL program includes the online Master of Education (MEd) and Educational Specialist (EdS) degrees in Educational Leadership. The program is for experienced educators who want to learn how to serve students and communities collaboratively and acquire the necessary skills to solve the complex problems facing schools today. The program combines the educational excellence that Clemson University is known for with the flexibility that many educators need. Our graduates become principals, assistant principals, instructional coaches, curriculum specialists, and serve in a wide variety of district-level leadership roles. Building-level cohorts (MEd or EdS for those students who already have a master's degree) and District-level cohorts begin **every fall**.

### Master of Education in Educational Leadership (MEd)

The MEd offers three degree options, each of which consists of 36 credit hours.

#### Option 1: MEd *with* South Carolina building-level certification

For educators holding a valid South Carolina teachers' license, the certification option includes a 30-hour core and two internships and leads to either elementary or secondary building-level administrative certification.

#### Option 2: MEd *with potential for* out-of-state building-level certification\*

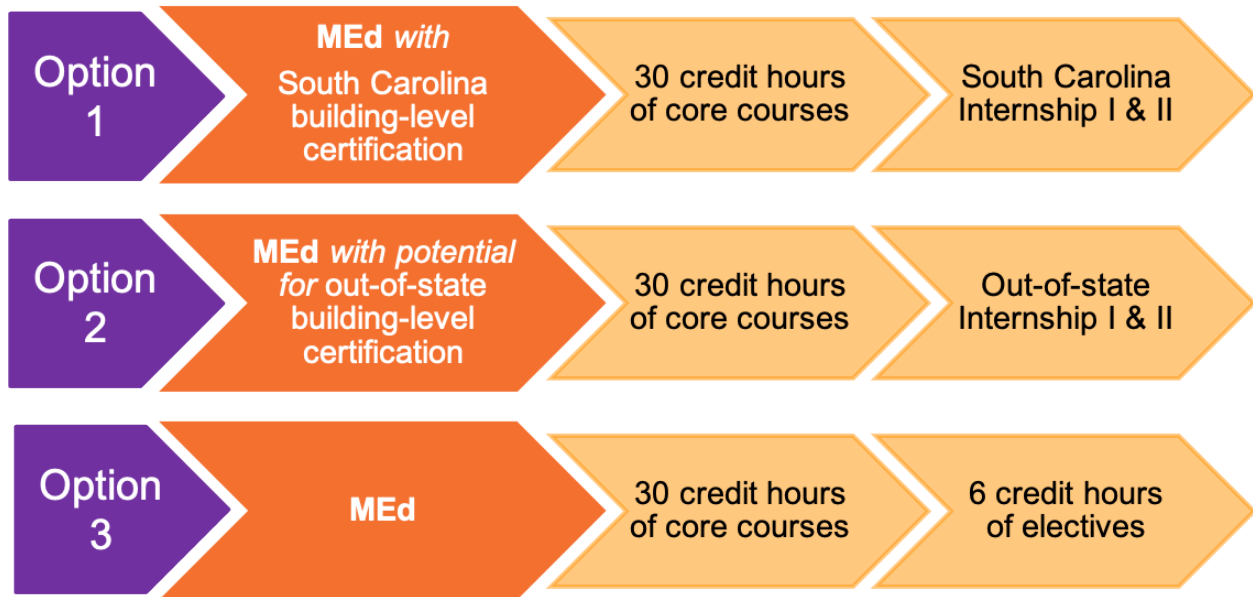
Educators teaching under a certificate from a state other than South Carolina may be able to apply for certification in their own state by completing Clemson's 30-hour core and transferring in six internship credit hours from another accredited program.

\* Clemson's MEd is fully accredited in South Carolina. Educators interested in receiving certification in another state are responsible for consulting with their state education agencies to determine their specific certification requirements.

#### Option 3: MEd

Educators desiring an educational leadership degree *without* certification may take the 30-hour core and add two graduate-level electives. Students may choose from a range of electives taught online from across Clemson's College of Education. These courses are in areas such as athletic leadership, human resource development, online instructional design, literacy, and STEAM, and may be used to earn additional certifications. More information about these courses can be found online at <https://www.clemson.edu/education/>. Students may also transfer in the six credit hours from another accredited university.

## MEd in Educational Leadership Options



### Educational Specialist in Educational Leadership (EdS) Building Level

The EdS Building Level offers three degree options, which consist of 30 or 36 credit hours.

#### Option 1: EdS with South Carolina building-level certification

For educators holding a valid South Carolina teachers' license, the certification option includes a 30-hour core and two internships and leads to either elementary or secondary building-level administrative certification.

#### Option 2: EdS with potential for out-of-state building-level certification\*

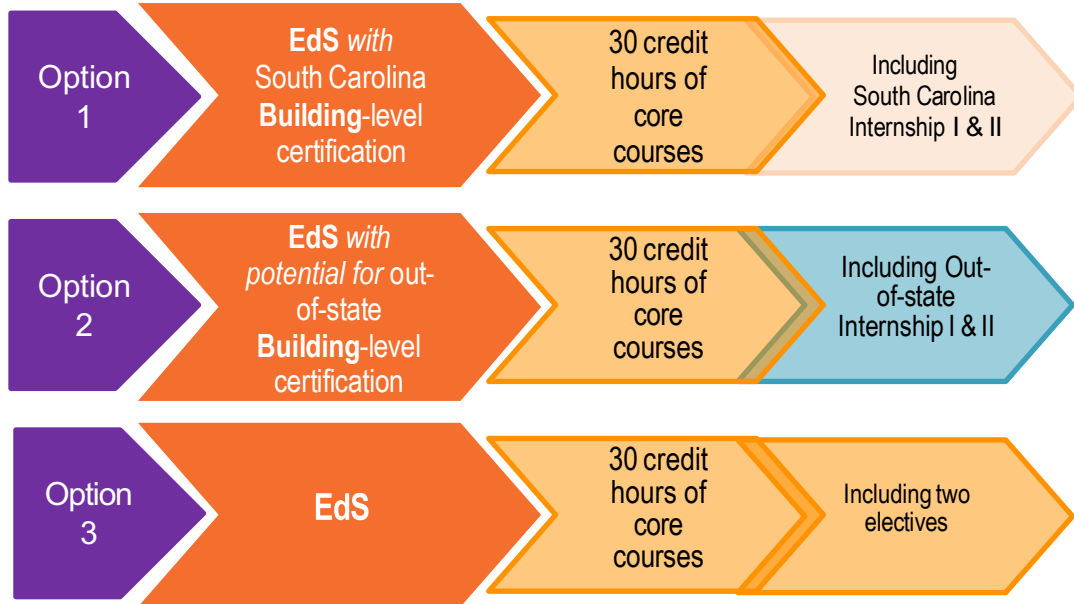
Educators teaching under a certificate from a state other than South Carolina may be able to apply for certification in their own state by completing Clemson's 30-hour core and transferring in six internship credit hours from another accredited program.

\* Clemson's EdS is fully accredited in South Carolina. Educators interested in receiving certification in another state are responsible for consulting with their state education agencies to determine their specific certification requirements.

#### Option 3: EdS

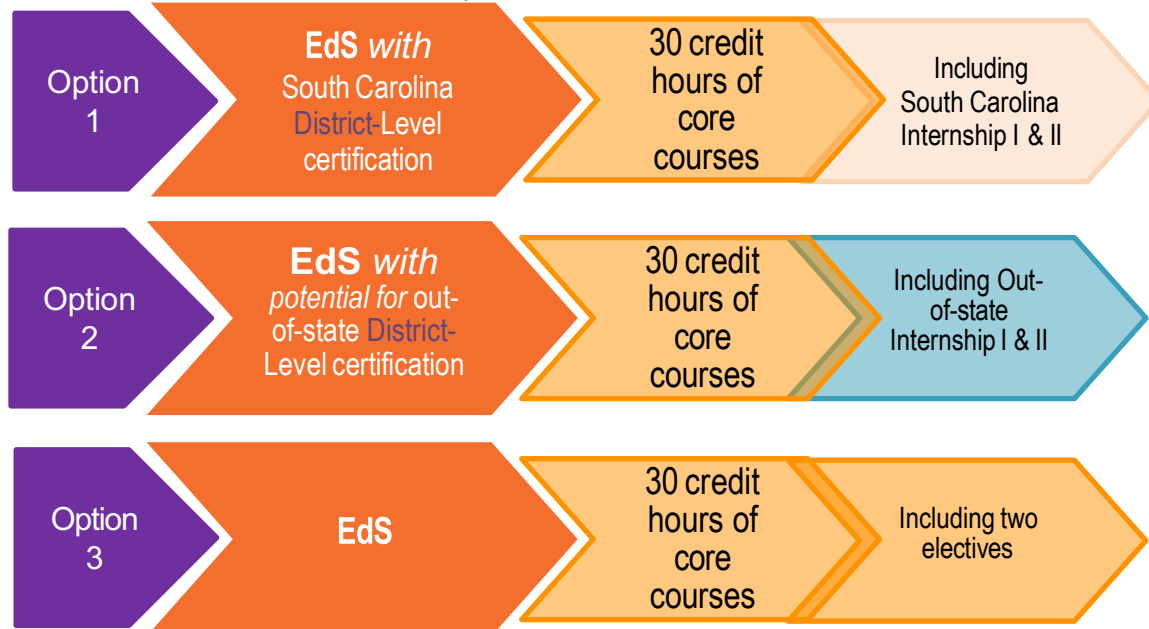
Educators desiring an educational leadership degree *without* certification simply complete the 30-hour core.

### EdS in Educational Leadership Building-Level Options



### Educational Specialist in Educational Leadership (EdS) District Level

The EdS District Level is a 30-hour program leading to district (superintendent) certification in South Carolina. To be eligible for certification, candidates must have a minimum of two years of school or district administrator experience.



### **EdS *en route* to the PhD**

Students who have been accepted to the PhD in P-12 Educational Leadership who desire to be awarded an EdS *en route* to the PhD may apply coursework from the doctoral program toward the EdS degree. To apply for the EdS *en route* to the PhD, students must have completed the courses that lead to certification in South Carolina as a building-level or district-level leader, and successfully defended their comprehensive exam. The form to apply for the EdS *en route* to the PhD is the [GS2-14](#). After students are awarded the EdS *en route* to the PhD, they remain enrolled as doctoral students.

For information on certification requirements specific to the state of South Carolina, see [here](#).

### **Benefits of Earning a MEd or EdS in Educational Leadership with Clemson University**

Our online program offers convenience and flexibility, with the same high quality learning experience associated with Clemson's face-to-face programs. The six-semester, 12-course, building-level program includes a strong emphasis on instructional leadership and building equitable schools. Students take two, eight-week courses a semester (excluding summers, which are six weeks) with field experiences embedded in each course. In the latter half of the program, students apply what they are learning in the program to address a problem of practice in an educational setting they are familiar with. The five-semester, 10-course district level program includes a strong focus on leading system-level change to meet school and community needs.

In addition to being recognized for their scholarship and service to local school districts, Clemson's faculty have diverse P-12 teaching and leadership experiences and work closely with school and district leaders to bring timely and relevant content to courses.

## **ADMISSIONS**

Applications for both the building-level cohort (MEd and EdS) and district-level cohort programs have two deadlines: January 15 (priority deadline) and May 1 (traditional deadline). Students are encouraged to apply by the priority deadline to ensure they can reserve a spot in the next cohort. Students will receive a decision about their application soon after the deadlines. To apply, applicants must complete the online [Graduate School application](#).

All application materials must be sent to the Clemson Graduate School through the online application process. They should not be sent to faculty or any department members electronically or through ground mail. The application 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.

**Given the applied nature of the MEd and EdS degrees, students must have a minimum of two years of teaching experience and must be working in or have access to an educational setting.**

## Application Materials

All required documents must be on file before applications can be reviewed. Applications require the following:

- Transcripts from a bachelor's degree in education or a related field from an accredited college or university with a minimum 3.0 on a 4.0 scale or a recognized international university with a degree equivalent to a bachelor's degree in the US
- Three recommendation forms
  - Recommendation forms should be submitted by references who can speak to the student's teaching and/or leadership experiences. At least one recommendation must come from a building-level or district-level leader.
- A personal statement (prompts will be provided within the application)
- A current resume
- A Graduate Record Exam (GRE) score taken within the last five years
  - **Note, in lieu of the GRE, any one of the following will also be accepted:**
    - *A GPA of at least 3.0 on a 4.0 scale on the last degree earned*
    - *At least five years of classroom teaching experience with at least two years in a leadership position (e.g., subject or team leader, department chair, after school program coordinator)*
    - *Alternative graduate level exam (e.g., MAT, LSAT, & MCAT)*

## Important Program Information

Requirements for Option 1 (South Carolina building-level certification)

- Valid teaching certificate
- Two years of teaching experience
- One of the letters of reference must be from an administrator

Students seeking building-level certification in South Carolina, or any other state in the United States, should consult the relevant educational authorities for information regarding certification requirements.

Official transcripts will be required for all options if recommended for admission.

Official test results are required from the Graduate Record Examination revised General Test (GRE). These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency. Examinee copies are not considered official.

The Educational Testing Service (ETS) and the Psychological Corporation do not retain scores longer than five years. If your test scores are older than five years, you must retake the test and have official scores sent directly to Clemson University. The GRE revised General Test is offered year-round at testing centers worldwide. Advance registration for tests is required. More information about the GRE can be found here <http://gre.org>.



## Admission Procedures

After students submit the completed application to the Graduate School, the application is forwarded to the EDL program coordinator who facilitates a review of the application. Students can check their application status at <http://www.grad.clemson.edu/admission/StatusCheckUS.php>. For questions and support with the application process, students can contact the EDL student services coordinator.

### Financial Information

Information about graduate student tuition, fees, and financial aid can be found at: <https://www.clemson.edu/graduate/finance-tuition/index.html>.

## PROGRAM OF STUDY

Information about the program of study is separated into two sections. Section one includes information about the plan of study that can lead to **building-level certification**. Section two includes information about the plan of study that can lead to **district-level certification**.

### Section 1. Building-Level Certification (MEd and EdS)

#### Requirements for the MEd in Educational Leadership with Building-Level Certification

The MEd consists of 12 courses, totaling 36 hours, with a ten-course, 30-credit core. The six-semester program can be completed in 24 months with two courses offered each fall, spring and summer. All courses are taken online and have field-based learning experiences embedded in them. The course sequence features a developmental approach to leadership in schools and communities with attention to the effects of rurality, poverty, and race on learning conditions and on student and community development. For those seeking certification, two internships are required. Non-certification students may choose from elective courses in programs across Clemson’s College of Education or transfer in electives from other programs. As the MEd includes many applied experiences, students must be working in or have access to an educational setting.

#### MEd in Educational Leadership Online Plan of Study

| Year 1 Semester | Elementary (PK-8)                                | Secondary (6-12)                                 |
|-----------------|--|--|
| First fall      | EDLL 8000 – Introduction to School Leadership    | EDLL 8000 – Introduction to School Leadership    |
| Second fall     | EDLL 8050 – Contemporary Issues in School Ldrshp | EDLL 8050 – Contemporary Issues in School Ldrshp |
| First spring    | EDLL 8200 – School Personnel Development         | EDLL 8200 – School Personnel Development         |
| Second spring   | EDLL 8250 – Law and Ethics for School Leaders    | EDLL 8250 – Law and Ethics for School Leaders    |
| First summer    | EDLL 8100 – Org Improvement in School Ldrshp     | EDLL 8100 – Org Improvement in School Ldrshp     |
| Second summer   | EDLL 8300 –                                      | EDLL 8300 –                                      |

|  |                            |                            |
|--|----------------------------|----------------------------|
|  | Instructional Leadership I | Instructional Leadership I |
|--|----------------------------|----------------------------|

| Year 2 Semester | Elementary (PK-8)                                     | Secondary (6-12)                                      |
|-----------------|---|---|
| First fall      | EDLL 8400 –<br>Instructional Leadership II            | EDLL 8400 –<br>Instructional Leadership II            |
| Second fall     | EDLL 8500-<br>School Internship I or Elective         | EDLL 8550 –<br>School Internship I or Elective        |
| First spring    | EDLL 8150 –<br>Community Relations for School Leaders | EDLL 8150 –<br>Community Relations for School Leaders |
| Second spring   | EDLL 8450 –<br>Resource Management for School Ldrs    | EDLL 8450 –<br>Resource Management for School Leaders |
| Long summer     | EDLL 8350 –<br>Program Evaluation for School Ldrs     | EDLL 8350 –<br>Program Evaluation for School Leaders  |
| Second summer   | EDLL 8510 –<br>School Internship II or Elective       | EDLL 8560 –<br>School Internship II or Elective       |

\*Internship is only required for those seeking South Carolina certification (option 1)

## Requirements for the EdS in Educational Leadership

### Building-Level Certification

The EdS consists of a 10-course, 30-credit core, with two additional internship courses required for those seeking building-level certification. The six-semester program can be completed in 24 months with two courses offered each fall, spring and summer. All courses are taken online and have field-based learning experiences embedded in them. The course sequence features a developmental approach to leadership in schools and communities with attention to the effects of rurality, poverty, and race on learning conditions and on student and community development. For those seeking certification, two internships are required. As the EdS includes many applied experiences, students must be working in or have access to an educational setting.

### EdS in Building-Level Administration and Supervision Online Plan of Study

| Year 1 Semester | Elementary (PK-8)                                     | Secondary (6-12)                                      |
|-----------------|---|---|
| First fall      | EDLL 8000 –<br>Introduction to School Leadership      | EDLL 8000 –<br>Introduction to School Leadership      |
| Second fall     | EDLL 8050 –<br>Contemporary Issues in School Ldrshp   | EDLL 8050 –<br>Contemporary Issues in School Ldrshp   |
| First spring    | EDLL 8200 –<br>School Personnel Development           | EDLL 8200 –<br>School Personnel Development           |
| Second spring   | EDLL 8250 –<br>Law and Ethics for School Leaders      | EDLL 8250 –<br>Law and Ethics for School Leaders      |
| First summer    | EDLL 8100 –<br>Org Improvement in School Ldrshp       | EDLL 8100 –<br>Org Improvement in School Ldrshp       |
| Second summer   | EDLL 8300 –<br>Instructional Leadership I             | EDLL 8300 –<br>Instructional Leadership I             |
| Year 2 Semester | Elementary (PK-8)                                     | Secondary (6-12)                                      |
| First fall      | EDLL 8400 –<br>Instructional Leadership II            | EDLL 8400 –<br>Instructional Leadership II            |
| Second fall     | EDLL 8500-<br>School Internship I or Elective         | EDLL 8550 –<br>School Internship I or Elective        |
| First spring    | EDLL 8150 –<br>Community Relations for School Leaders | EDLL 8150 –<br>Community Relations for School Leaders |

|               |  |   |
|---------------|--|---|
| Second spring | EDLL 8450 –<br>Resource Management for School Ldrs | EDLL 8450 –<br>Resource Management for School Leaders |
| Long summer   | EDLL 8350 –<br>Program Evaluation for School Ldrs  | EDLL 8350 –<br>Program Evaluation for School Leaders  |
| Second summer | EDLL 8510 –<br>School Internship II or Elective    | EDLL 8560 –<br>School Internship II or Elective       |

\*Internship is only required for those seeking South Carolina certification (option 1)

## Section 2. District-level Certification (EdS only)

### District-Level Certification

The district-level EdS consists of a 10-course, 30-credit core, which includes two sequenced internship courses required for those seeking district-level certification. The five-semester program can be completed in 20 months with two courses offered each fall, spring, and summer. All courses are taken online and have field-based learning experiences embedded in them. The course sequence features a developmental approach to leadership in schools and communities with attention to the effects of rurality, poverty, and race on learning conditions and on student and community development. For those seeking certification, two internships are required. For those interested in the degree only, then two elective courses approved by the student’s advisor and two advising committee members may be substituted for the two sequenced internships. As the EdS includes many applied experiences, students must be working in or have access to an educational setting.

### EdS in Educational Leadership District-Level Online Plan of Study

| Year 1 Semester | Course  |
|-----------------|---|
| Fall One        | EDL 8050 Advanced Ed Leadership Theory & Practice                     |
| Fall Two        | EDL 8150 The Superintendency  |
| Spring One      | EDL 8100 School Facilities Planning                                   |
| Spring Two      | EDL 8200 Politics of Education  |
| Summer One      | EDL 9250 School System Instructional Leadership                       |
| Summer Two      | EDL 8300 Finance in School Systems                                    |
| Year 2 Semester | Course  |
| Fall One        | EDIS 9360 Advanced Program Evaluation                                 |
| Fall Two        | EDL 8400 Field Problems in School Admin. & Supervision of Instruction |
| Spring One      | EDL 8500 Internship in School System Leadership 1 or elective         |
| Spring Two      | EDL 8510 Internship in School System Leadership 2 or elective         |

### Online Environment

Clemson University uses the most advanced online technology to provide a rich, supportive, and seamless learning environment. Asynchronous course elements allow students to access the course content and meet the deadlines for completing each learning module at their convenience. Synchronous elements promote student interaction and the development of a true learning community. Students are provided with timely support from instructors and technology personnel so that learning is maximized. Clemson University uses the Canvas learning management system.

## Internship

Both building-level and district-level internship candidates will complete a minimum of 200 internship hours. Hours are accrued by completing required field experiences that are a part of a formal professional development plan which has been agreed upon by the candidate, the candidate's mentor, and the university instructor. In addition to completing internship experiences as part of the two, semester-long internships courses, candidates will complete experiences embedded in courses throughout the program. For building-level candidates, at least 20 of the 200 hours must be completed in a diverse placement. Most other experiences may be completed in the candidate's home school. All internship courses include a required lab. The labs are zero credit hours but do include a lab fee.

## PhD Students and the Internship

PhD students are expected to adhere to the same internship policies as their MEd and EdS counterparts. In the event that a PhD student needs to take an internship out of sequence, the following is required:

- Students have previously completed or are enrolled in EDLL 8200 in the same semester as the internship
- Students have previously completed EDLL 8000
- Students have approval from their doctoral advisor
- Students have approval of the MEDS Program Coordinator

## Dual (Elementary and Secondary) Building-Level Certification

Students' eligibility for certification is determined by the level of their teaching certificates. The table below shows the administrative certificate(s) available based on the teaching certification level.

| Teaching Certification | Elementary Administration Certification | Secondary School Administration Certification |
|------------------------|---|---|
| Early Childhood        | Yes                                     |   |
| Elementary (K-6)       | Yes                                     |   |
| Middle School (5-9)    | Yes                                     | Yes   |
| Secondary (7-12)       |   | Yes   |
| All Grades (K-12)      | Yes                                     | Yes   |

## Requirements for Dual Certification

Current Clemson University students or graduates of a Clemson University building-level certification program who meet the teaching requirements for dual certification (as per state policy) must complete the normal 200 hours of internship experiences in their primary setting (EDLL 8500/8510 or 8550/8560). In addition, they must complete the two internships (EDLL 8500/8510 or 8550/8560) at the other level of certification they are seeking.

## COMPREHENSIVE EXAMINATION/PROJECT

### Education Specialist for District-Level Certification

Candidates for an EdS with district-level certification must pass a comprehensive examination at least three weeks prior to the date of the graduation at which the degree is to be conferred. For most candidates, the comprehensive exam will be administered in EDL 8500 (Internship in School System Leadership I). The comprehensive exam requires candidates to develop a sound response and course of action to a scenario presented in a case study.

## PROGRAM ADVISING

### Advising

Each candidate will have a designated advisor, usually the program coordinator. The advisor will provide guidance throughout the program, including the formation of the candidate's advising committee, which includes two other committee members.

### GS2, the Program of Study

Upon admission to the program, students will receive a tentative schedule of the courses they will complete. After receiving the schedule, students should select their committee members, complete the GS2 (<http://www.clemson.edu/graduate/students/forms.html>), and submit it according to the instructions found on the website. Requests for transfer credit should be made prior to the GS2 being submitted. The GS2 must be submitted during the semester of enrollment in the program but may be revised at a later date.

### Registration

Specific directions for registration can be found at <http://www.registrar.clemson.edu/html/regInstr.htm>. In certain cases, the system may not allow you to register for a course. In such cases, please note any reason given and contact the student services coordinator. In some situations, candidates may need to contact the Registrar's Office (<http://www.registrar.clemson.edu/html/addressReg.htm>).

### Transfer credits

Students with graduate credit earned at another institution, in another department at Clemson University, or earned before admission and not tied to another degree, may request that their course credits be transferred to the MEd or EdS. Students must make requests in writing for each course to be transferred. Each request must be accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Grades earned for courses taken at institutions other than Clemson University will not be included in the candidate's academic average. Requests to transfer credit to the program must be approved by the candidate's advisory committee and approved by the program coordinator, the department

chair, and the dean of the Graduate School. Requests for transfer credit should be made within the first semester of enrollment in the program.

Transfer credit will not be awarded for courses in which candidates received a grade lower than a B or its equivalent. No credit will be given for continuing education units, correspondence, extension or in-service courses or for concentrated courses and workshops that award credits at a rate exceeding one credit per week. Course work completed outside the six-year time limit may not be transferred to Clemson University or validated for graduate credit. See the *Graduate School Announcements* for more information regarding transfer credits ([www.registrar.clemson.edu/html/catalogGrad.htm](http://www.registrar.clemson.edu/html/catalogGrad.htm)). Please see the Graduate School [Policy Handbook](#) for additional policies regarding transferring credit hours.

Please note, the number of credit hours that may be transferred from an accredited institution cannot be greater than one-third of the graded course work required for a master's degree. In addition, no more than 12 credit hours earned in a non-degree status at Clemson University can be applied to a degree program.

### **Certification and Program Completion**

Clemson University can assist candidates in applying for certification in building-level or district-level administration and supervision. Please read carefully the application process description and contact the [Office of Field and Clinical Experiences and Certification Coordinator](#) if you have any questions. Errors at any step in the process could delay your licensure. Steps in the application process are:

1. Prior to program completion, take the [Praxis II](#) test 5412 Educational Leadership: Administration & Supervision or Praxis 6990 School Leader Licensure Assessment
2. Please note the following:
  - This test may be taken at any time but is best taken during the final two semesters.
  - Clemson University requires that the scores be sent directly from ETS. When registering for PRAXIS tests, candidates must request that scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108). Failure to do so may delay your certification.
  - The Praxis II test is a South Carolina certification requirement. The same examination is required for building-level and district-level leadership.
2. Submit the following information to the Office of Field and Clinical Experiences and certification coordinator:
  - Legal name
  - The last four digits of your social security number
  - CUID
  - Home address, city, state, and zip code
  - Graduation date
  - Degree (Med, EdS, PhD)
  - Elementary or Secondary level of certification

## **Artificial Intelligence (AI) Policy**

The department of Educational and Organizational Leadership Development (EOLD) recognizes the transformative potential of Artificial Intelligence (AI) in enhancing the learning experience and academic endeavors of our students. Our policy aims to encourage the innovative and ethical use of AI, ensuring that its application aligns with our commitment to academic integrity and the highest standards of scholarship.

### **Intent and Purpose of Using AI in Coursework**

Students are encouraged to utilize AI tools for brainstorming ideas and finding inspiration for their work. AI can be a valuable resource for expanding knowledge and exploring new concepts as part of the learning process. However, students must ensure that they do not present AI-generated content as their own. Any use of AI-generated material should be properly cited in accordance with academic integrity guidelines set by Clemson University.

### **Adherence to CU Academic Integrity Policy**

The use of AI should always conform to the university's academic integrity policies. Students must avoid any form of plagiarism, including the uncredited use of AI-generated content. Proper attribution to AI tools and platforms must be maintained to uphold the principles of honesty and originality in academic work. According to Clemson University, *"all research depends to some extent on the work of others who have come before you. Other researchers' ideas and results are often the starting point of your own work, but it is important to properly acknowledge the work of others to avoid one of the most serious forms of academic misconduct: plagiarism."* Refer to the Undergraduate Catalog for the full academic integrity policy.

### **Collaborative Approach to AI in Coursework**

Recognizing the rapid advancement and widespread adoption of AI technologies, we encourage continuous learning and adaptation in how AI can be integrated into higher education. Each course and instructor may have specific guidelines regarding AI usage. Students are expected to collaborate with their instructors to determine the appropriate ways to leverage AI in their coursework, ensuring that its use enhances rather than undermines the educational experience. Clemson University instructors may choose to not allow AI generated content in their courses. Students are expected to ensure AI tools may be used before they complete an assignment.

### **AI in Dissertations, Theses, and Capstone Projects**

For dissertations and capstone projects, the use of AI should be limited to editing, brainstorming, and finding inspiration. Students should refrain from relying on AI for substantive content creation, analysis, or other critical aspects of their scholarly work, unless their work is directly related to integrating AI in their project, which requires prior approval by the program coordinator. This approach ensures that the originality and intellectual rigor of such projects are maintained.

## **Commitment to Best Practices in Using AI**

*EOLD is committed to fostering an environment where AI can be a powerful tool for learning and innovation while upholding the values of academic integrity. As AI continues to evolve, we will regularly review and update our policies to reflect best practices and ensure that our students are equipped to navigate the ethical and practical challenges of AI in their academic and professional lives.*

This statement was generated using ChatGPT. You can view the prompt and what AI generated here as an example of acknowledging and citing AI:

<https://chatgpt.com/share/812f5c9f-80d2-4df9-8c0c-e6da48bc0b02>

## **CU Guidelines and Resources**

Clemson University CCIT AI Guidelines:

<https://ccit.clemson.edu/cybersecurity/it-procedures-guidelines/ai-guidelines/>

Clemson Libraries AI in the Classroom:

<https://clemson.libguides.com/ai>

Clemson Libraries scite.ai Smart Citations:

<https://clemson.libguides.com/scite/ai-use>

## **Other Policies**

For additional information, please see the [Graduate School Policies and Procedures](#).



**Appendix A: APPENDIX A: EDUCATIONAL LEADERSHIP PROGRAM COMPLETION PROCESS**

| <b>Timeline</b>          | <b>Steps</b>   |
|--------------------------|--|
| Interest                 | <ul style="list-style-type: none"> <li>• Contact the <a href="#">Student Services Coordinator</a> for current information on cohorts and offerings.</li> <li>• Review the program handbook for information about applying to and attending the program.</li> </ul>   |
| Application              | <ul style="list-style-type: none"> <li>• Visit the Graduate School website, prepare, and submit your application <a href="#">here</a></li> <li>• Review Clemson University financial support and tuition information <a href="#">here</a></li> </ul>   |
| Admission                | <ul style="list-style-type: none"> <li>• Follow directions provided by the Graduate School in your notification of admission</li> <li>• Contact the student services coordinator to confirm your acceptance</li> <li>• Register for classes</li> </ul>   |
| First Semester (Fall)    | <ul style="list-style-type: none"> <li>• Take EDLL 8000 and EDLL 8050 (Building)</li> <li>• Take EDL 8050 and EDL 8150 (District)</li> <li>• Work with your advisor to complete the <a href="#">GS2 Plan of Study</a></li> </ul>   |
| Second Semester (Spring) | <ul style="list-style-type: none"> <li>• Take EDLL 8200 and EDLL 8250 (Building)</li> <li>• Take EDL 8100 and EDL 8200 (District)</li> </ul>   |
| Third Semester (Summer)  | <ul style="list-style-type: none"> <li>• Take EDLL 8100 and EDLL 8300 (Building)</li> <li>• Take EDL EDL 9250 and EDL EDL 8300 (District)</li> <li>• Secure your mentor and internship site*</li> </ul>  |
| Fourth Semester (Fall)   | <ul style="list-style-type: none"> <li>• Take EDLL 8400 and EDLL 8500/8550 or elective (Building)</li> <li>• Take EDIS 9360 and EDL 8400 (District)</li> <li>• Secure your mentor and internship site* (District)</li> </ul>   |
| Fifth Semester (Spring)  | <ul style="list-style-type: none"> <li>• Take EDLL 8150 and EDLL 8450 (Building)</li> <li>• Take the Praxis exam in fifth or sixth semester (Building).</li> <li>• Take EDL 8500 and 8510 (District)</li> <li>• Prepare for graduation. Consult the Registrar's website on <a href="#">graduation</a> and adhere to all deadlines. Applying for graduation involves multiple steps and missed deadlines may result in fines.</li> <li>• Submit completed GS7 to student services coordinator</li> <li>• Graduate!</li> </ul> |
| Sixth Semester (Summer)  | <ul style="list-style-type: none"> <li>• Take EDLL 8350 and EDLL 8510/8560 or elective</li> <li>• Prepare for graduation. Consult the Registrar's website on <a href="#">graduation</a> and adhere to all deadlines. Applying for graduation</li> </ul>  |

|                 |  |
|-----------------|--|
|                 | involves multiple steps and missed deadlines may result in fines. <ul style="list-style-type: none"><li>• Graduate!</li></ul>  |
| Post-Graduation | <ul style="list-style-type: none"><li>• Work with the Office of Field and Clinical Experiences to complete your CRF for state certification* (Building and District)</li></ul> |

\*Certification candidates only

## APPENDIX B: BUILDING AND DISTRICT LEVEL ASSESSMENT PLANS

The building-level and district-level certification programs are aligned to the National Educational Leadership Preparation (NELP) standards.

### NELP Building Level Assessment Plan.

| NELP STANDARDS  | <b>Assessment #1</b><br>A state licensure assessment (Praxis II, 5412), or other assessment of candidate <b>content knowledge</b> that aligns with the NELP standards. | <b>Assessment #2</b><br>Assessment of <b>content knowledge</b> that aligns with the NELP standards. | <b>Assessment #3</b><br>Demonstration of instructional leadership <b>skills</b> | <b>Assessment #4</b><br>Demonstration of leadership and management <b>skills</b> in a field-based setting. | <b>Assessment #5</b><br>Demonstration of leadership <b>skills</b> in supporting an effective P-12 student learning environment within a building | <b>Assessment #6</b><br>(Demonstration of leadership <b>skills</b> in the areas of family and community relations within a building |
|-----------------|--|---|---|--|--|---|
|                 | CONTENT ASSESSMENTS  |   | PROFESSIONAL SKILLS ASSESSMENTS   |  |  |   |
| <b>NELP 1.0</b> |  |   |   |  |  |   |
| 1.1             | PRAXIS TEST 5412   | EDLL 8350   | EDLL 8000   |  |  |   |
| 1.2             |  | EDLL 8050   | EDLL 8000   | EDLL 8500/8550   |  |   |
| <b>NELP 2.0</b> |  |   |   |  |  |   |
| 2.1             | PRAXIS TEST 5412   | EDLL 8350   | EDLL 8250   |  |  |   |
| 2.2             |  |   | EDLL 8250   |  |  |   |
| 2.3             |  |   | EDLL 8250   |  |  |   |
| <b>NELP 3.0</b> |  |   |   |  |  |   |
| 3.1             | PRAXIS TEST 5412   |   | EDLL 8000   |  |  |   |
| 3.2             |  |   | EDLL 8250   |  |  |   |
| 3.3             |  | EDLL 8350   |   |  |  | EDLL 8200   |
| <b>NELP 4.0</b> |  |   |   |  |  |   |
| 4.1             | PRAXIS TEST 5412   |   |   |  | EDLL 8300  |   |
| 4.2             |  |   |   | EDLL 8500/8550   | EDLL 8400  |   |
| 4.3             |  |   |   |  | EDLL 8300  |   |
| 4.4             |  | EDLL 8350   |   | EDLL 8500/8550   | EDLL 8300  |   |
| <b>NELP 5.0</b> |  |   |   |  |  |   |
| 5.1             | PRAXIS TEST 5412   |   |   |  |  | EDLL 8150   |
| 5.2             |  |   |   |  |  | EDLL 8150   |
| 5.3             |  |   |   | EDLL 8510/8560   |  | EDLL 8150   |
| <b>NELP 6.0</b> |  |   |   |  |  |   |
| 6.1             | PRAXIS TEST 5412   | EDLL 8050   |   |  |  | EDLL 8450   |
| 6.2             |  |   |   |  |  | EDLL 8450   |
| 6.3             |  | EDLL 8350   | EDLL 8250   | EDLL 8510/8560   |  |   |
| <b>NELP 7.0</b> |  |   |   |  |  |   |
| 7.1             | PRAXIS TEST 5412   |   |   |  |  | EDLL 8200   |
| 7.2             |  |   |   |  |  | EDLL 8200   |
| 7.3             |  | EDLL 8350   |   |  |  | EDLL 8200   |
| 7.4             |  |   |   |  | EDLL 8400  |   |

|                                |                                      |                                 |  |
|--------------------------------|--------------------------------------|---------------------------------|--|
| <b>NELP Building Standards</b> | 1.Mission, Vision, and Improvement   | 2.Ethics and Professional Norms | 3.Equity, Inclusiveness, & Cultural Responsiveness |
| 4- Learning and Instruction    | 5- Community and External Leadership | 6- Operations and Management    | 7- Building Professional Capacity                  |

|   |   |
|---|---|
| <b>NELP Assessments</b>   |   |
| <b>Assessment #1</b><br>(A state licensure assessment, or other assessment of candidate content knowledge of concepts contained in the NELP building-level standards.)            | Praxis II, Educational Leadership: Administration and Supervision, 5412<br>(NELP 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4)                            |
| <b>Assessment #2</b><br>(Another assessment of candidate content knowledge of concepts contained in the NELP building-level standards.)   | 2a: <u>EDLL 8350</u> Program Evaluation<br>(NELP 1.1, 2.1, 3.3, 4.4, 6.3, 7.3)<br>2b: <u>EDLL 8050</u> Review of Research<br>(NELP 1.2, 6.1)  |
| <b>Assessment #3</b><br>(Demonstration of candidate application of leadership skills in instructional leadership within a building.)  | 3.a: <u>EDLL 8000</u> Stewardship of a Vision (NELP 1.1, 1.2, 3.1)<br>3.b: <u>EDLL 8250</u> Ethical Leadership Project (NELP 2.1, 2.2, 2.3, 3.2, 6.3)   |
| <b>Assessment #4</b><br>(Demonstration of candidate application of leadership skills in a building level internship/clinical practice setting(s).)                                | <u>EDLL 8500 and 8550</u><br>4.a: Vision Assessment and Renewal Plan (NELP 1.2)<br>4.b: Technology and Learning Analysis (NELP 4.2, 4.4)<br><u>EDLL 8510 and 8560</u><br>4.c: Advocacy and Policy Project (NELP 5.3, 6.3) |
| <b>Assessment #5</b><br>(Demonstration of candidate application of leadership skills that support an effective P-12 student learning environment within a building.) <sup>1</sup> | 5a: <u>EDLL 8300</u> Curriculum Leadership Project (NELP 4.1, 4.3, 4.4)<br>5b: <u>EDLL 8400</u> Instructional Improvement Plan (NELP 4.2, 7.4)  |

|   |   |
|---|---|
| <b>Assessment #6</b><br>(Demonstration of candidate application of leadership skills in organizational management and community relations within a building.) | 6.a: <u>EDLL 8450</u> Budget Analysis and Simulation (NELP 6.1, 6.2)<br>6.b: <u>EDLL 8200</u> Human Resources Improvement Plan (NELP 3.3, 7.1, 7.2, 7.3)<br>6.c: <u>EDLL 8150</u> Family School Community Engagement Project (NELP 5.1, 5.2, 5.3) |
|---|---|

Note: Each element needs to be covered once for content and once for professional leadership skills

### Building-level Program Courses (MEd or EdS)

| Original # | Course Title                                    | New #     |
|------------|---|-----------|
| EDL 7000   | Introduction to School Leadership               | EDLL 8000 |
| EDL 7050   | Contemporary Issues in School Leadership        | EDLL 8050 |
| EDL 7100   | Organizational Improvement in School Leadership | EDLL 8100 |
| EDL 7150   | Community Relations for School Leaders          | EDLL 8150 |
| EDL 7200   | School Personnel Development                    | EDLL 8200 |
| EDL 7250   | Law and Ethics for School Leaders               | EDLL 8250 |
| EDL 7300   | Instructional Leadership I                      | EDLL 8300 |
| EDL 7350   | Program Evaluation for School Leaders           | EDLL 8350 |
| EDL 7400   | Instructional Leadership II                     | EDLL 8400 |
| EDL 7450   | Resource Management for School Leaders          | EDLL 8450 |
| EDL 7500   | Elementary School Internship I                  | EDLL 8500 |
| EDL 7501   | Elementary School Internship I Lab              | EDLL 8501 |
| EDL 7510   | Elementary School Internship II                 | EDLL 8510 |
| EDL 7511   | Elementary School Internship II Lab             | EDLL 8511 |
| EDL 7550   | Secondary School Internship I                   | EDLL 8550 |
| EDL 7551   | Secondary School Internship I Lab               | EDLL 8551 |
| EDL 7560   | Secondary School Internship II                  | EDLL 8560 |
| EDL 7561   | Secondary School Internship II Lab              | EDLL 8561 |
| EDL 7950   | School Leadership Information Systems           | EDLL 8950 |

**NELP District Level Assessment Plan**

| <b>NELP Standards</b> | <b>Assessment #1</b><br>Assessment of candidate content knowledge of the NELP district-level standards | <b>Assessment #2</b><br>An assessment of candidate knowledge of the NELP district-level standards | <b>Assessment #3</b><br>Demonstration of ability to engage in instructional leadership. | <b>Assessment #4</b><br>Demonstration of systems management with a field-based setting. | <b>Assessment #5</b><br>Demonstration of leadership skills in supporting community and external | <b>Assessment #6</b><br>Demonstration of leadership skills in the areas of district governance |
|-----------------------|--|---|---|---|---|--|
|                       | <b>CONTENT ASSESSMENTS</b>   |   | <b>PROFESSIONAL SKILLS ASSESSMENTS</b>  |   |   |  |
| <b>NELP 1.0</b>       |  |   |   |   |   |  |
| 1.1                   |  | EDL 8150  | EDL 8150  |   |   |  |
| 1.2                   |  | EDL 8150  | EDL 8150  |   |   |  |
| <b>NELP 2.0</b>       |  |   |   |   |   |  |
| 2.1                   |  | EDL 8050  | EDL 8400  |   |   |  |
| 2.2                   |  | EDL 8050  | EDL 8400  |   |   |  |
| 2.3                   |  | EDL 8050  | EDL 8400  |   |   |  |
| <b>NELP 3.0</b>       |  |   |   |   |   |  |
| 3.1                   |  | EDL 9250  |   |   | EDL 9250  |  |
| 3.2                   |  | EDL 8050  | EDL 8400  |   |   |  |
| 3.3                   | EDL 8500   |   |   | EDL 8510  |   |  |
| <b>NELP 4.0</b>       |  |   |   |   |   |  |
| 4.1                   |  | EDL 9250  |   |   | EDL 9250  |  |
| 4.2                   |  | EDL 9250  |   |   | EDL 9250  |  |
| 4.3                   |  | EDL 9250  |   |   | EDL 9250  |  |
| 4.4                   |  | EDL 9250  |   |   | EDL 9250  |  |
| <b>NELP 5.0</b>       |  |   |   |   |   |  |
| 5.1                   | EDL 8500   |   |   | EDL 8510  |   |  |
| 5.2                   | EDL 8500   |   |   | EDL 8510  |   |  |
| 5.3                   | EDL 8500   |   |   | EDL 8510  |   |  |
| <b>NELP 6.0</b>       |  |   |   |   |   |  |
| 6.1                   | EDL 8500   |   |   |   |   | EDL 8300   |
| 6.2                   | EDL 8500   | EDL 9250  |   |   | EDL 9250  | EDL 8300   |
| 6.3                   | EDL 8500   |   | EDL 8150  |   |   | EDL 8300   |

| NELP Standards  | <b>Assessment #1</b><br>Assessment of candidate content knowledge of the NELP district-level standards | <b>Assessment #2</b><br>An assessment of candidate knowledge of the NELP district-level standards | <b>Assessment #3</b><br>Demonstration of ability to engage in instructional leadership. | <b>Assessment #4</b><br>Demonstration of systems management with a field-based setting. | <b>Assessment #5</b><br>Demonstration of leadership skills in supporting community and external | <b>Assessment #6</b><br>Demonstration of leadership skills in the areas of district governance |
|-----------------|--|---|---|---|---|--|
|                 | CONTENT ASSESSMENTS  |   | PROFESSIONAL SKILLS ASSESSMENTS   |   |   |  |
| <b>NELP 7.0</b> |  |   |   |   |   |  |
| 7.1             | EDL 8500   |   |   | EDL 8510  |   | EDL 8200   |
| 7.2             | EDL 8500   |   |   | EDL 8510  |   | EDL 8200   |
| 7.3             | EDL 8500   |   |   | EDL 8510  |   | EDL 8200   |
| 7.4             | EDL 8500   |   |   | EDL 8510  |   | EDL 8200   |

### NELP Assessment Descriptions

| Assessment Number   | Assessment Description  |
|---|---|
| <b>Assessment #1</b><br>Assessment of candidate content knowledge of the NELP district-level standards (Comprehensive Exam Case Study administered at the end of EDL 8510)                              | <b>1.1</b> Comprehensive Exam. EDL 8500 Internship in School System Leadership 1 (NELP 3.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4)   |
| <b>Assessment #2</b><br>An assessment of candidate knowledge of the NELP district-level standards (Linking Theory and Practice to an Organizational Vision; Instructional Leadership Literature Review) | <b>2.1</b> Linking Theory and Research to an Organizational Vision. EDL 8150 The Superintendency (NELP 1.1, 1.2)<br><br><b>2.2</b> Instructional Leadership Literature Review EDL 9250 School System Instructional Leadership (NELP 3.1, 4.1, 4.2, 4.3, 4.4, 6.2)<br><br><b>2.3</b> Theoretical and Personal Frameworks for Understanding Ethical Leadership. EDL 8400 in Summer 2021, but will be moved to EDL 8050 for fall 2021 cohort (NELP 2.1, 2.2, 2.3, 3.2) |

|   |   |
|---|---|
| <b>Assessment #3</b><br>Demonstration of candidate’s ability to engage in instructional leadership. (Implementing a Shared District Vision)                               | <b>3.1</b> Implementing a Shared District Vision. EDL 8150 The Superintendency (NELP 1.1, 1.2, 6.3)<br><br><b>3.2</b> Enacting Ethical Leadership. EDL 8400 (NELP 2.1, 2.2, 2.3, 3.2)   |
| <b>Assessment #4</b><br>Demonstration of candidate’s systems management with a field-based setting. (Policy and Community Planning)                                       | <b>4.1</b> Policy and Community Planning. EDL 8510 Internship in School System Leadership 2 (NELP 3.3, 5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4)   |
| <b>Assessment #5</b><br>Demonstration of candidate’s leadership skills in supporting community and external leadership (Leading District level Instructional Improvement) | <b>5.1</b> Leading District Level Instructional Improvement. EDL 9250 School System Instructional Leadership (NELP 3.1, 4.1, 4.2, 4.3, 4.4, 6.2)  |
| <b>Assessment #6</b><br>Demonstration of candidate’s leadership skills in the areas of district governance (Operations and Environmental Assessment)                      | <b>6.1</b> Operations and Environmental Assessment. EDL 8300 Finance in School Systems (NELP 6.1, 6.2, 6.3)<br><b>6.2</b> Policy Brief EDL 8200 Politics of Education (NELP 7.1 to 7.4) |

#### District Level Program Courses (EdS only)

| Original # | Current Course Title  | Previous Title                           |
|------------|---|--|
| EDL 8050   | Advanced Educational Leadership: Theory and Practice              | N/A                                      |
| EDL 8100   | School Facilities Planning  | Introduction to School Building Planning |
| EDL 8150   | The Superintendency   | N/A                                      |
| EDL 8200   | Politics of Education   | N/A                                      |
| EDL 8300   | Finance in School Systems   | Business Management in Education         |
| EDIS 9360  | Advance Program Evaluation  | N/A                                      |
| EDL 8400   | Field Problems in School Administration and Super. of Instruction | N/A                                      |
| EDL 8500   | Internship in School System Leadership 1                          | Practicum in School System Leadership 1  |
| EDL 8510   | Internship in School System Leadership 2                          | Practicum in School System Leadership 2  |
| EDL 9250   | School System Instructional Leadership                            | Instructional Leadership                 |