



College of

EDUCATION

Department of Teaching and Learning

**M.Ed. in Teaching and Learning
Program Handbook**

2025-2026

Updated June 2025

**Clemson, SC 29634-0707
864-656-5096**

Table of Contents

INTRODUCTION	3
PROGRAM CONTACTS	3
POLICIES AND RESOURCES	3
ACADEMIC REQUIREMENTS	3
AREAS OF SPECIALIZATION	3
Effective and Reflective Teaching	3
Experiential Learning for Early Childhood	4
Instructional Coaching	4
STEAM (Science, Technology, Engineering, Arts, and Mathematics)	4
CHANGE OF SPECIALIZATION AREA.....	5
PLAN OF STUDY FOR M.Ed. IN TEACHING AND LEARNING (ONLINE):	5
ACADEMIC PROBATION.....	6
ONLINE ENVIRONMENT	7
Required Writing Style	7
Required Technologies	7
Required Technical Skills	8
Technical Support Resources	8
Clemson Computing & Information Technology (CCIT)	8
Canvas Support	9
ACADEMIC INTEGRITY	9
Student Expectations	10
Instructor Expectations	10
LATE WORK POLICY	11
COMMUNICATION WITH INSTRUCTORS AND CLASSMATES	11
Communicating through Canvas	11
Setting Your Canvas Notifications	11
Google Apps for Education Email	12
Two-Factor Authentication	11
KEY GRADUATE SCHOOL DEADLINES	12
Comprehensive Exam	12
PLAN OF STUDY (GS2)	13
ADVISORY COMMITTEE	12
LEAVE OF ABSENCE	12
ASSISTANTSHIP	13
RELEVANT UNIVERSITY RESOURCES.....	13
Registration and Payment	13
Academic Support Services	13
Student Support Services.....	13

INTRODUCTION

Welcome to the Department of Teaching and Learning at Clemson University's College of Education and the Master of Education in Teaching and Learning (Online) program. We wish you success at every stage of your academic journey.

This handbook is intended to familiarize you with the policies and procedures of Clemson University, the Graduate School, and the College of Education. Each student is expected to be familiar with the contents of this handbook. The policies and procedures presented here are in addition to and subordinate to those described in the Graduate School Announcements, which you can find at <http://catalog.clemson.edu/>.

The Master of Education in Teaching and Learning (Online) is a 100% asynchronous, online graduate program for current PK-12 educators who work in formal or informal settings. Students have the option of personalizing their experience by selecting from one of four specialization areas: Effective and Reflective Teaching, Experiential Learning for Early Childhood, Instructional Coaching, or STEAM. All students enrolled in the M.Ed. in Teaching & Learning (Online) are expected to have access to a consistent educational field site in order to complete field-based course assignments throughout the program.

PROGRAM CONTACTS

Program Coordinator – Dr. Cynthia Deaton, cdeaton@clemson.edu
Director of Graduate Student Services – Julie Jones, jgambre@clemson.edu
Department Chair – Dr. David Fleming, dflemin@clemson.edu

The Program Coordinator is your first contact should any issue arise regarding your academic progress or the program curriculum.

POLICIES AND RESOURCES

[University Policies](#)
[Graduate School Policy Handbook](#)
[Graduate School Resources](#)
[Graduate School New Student To Do List](#)

ACADEMIC REQUIREMENTS

The Master of Education in Teaching and Learning (Online) is comprised of 30 credit hours of coursework. Transfer credits from other institutions are not accepted for this degree program. Students must maintain a grade-point average of 3.0 or higher in their coursework. The M.Ed. program is comprised of two elements:

- Core pedagogical coursework (18 hours)
- Specialization courses (12 hours)

AREAS OF SPECIALIZATION

Each student pursuing a Master of Education in Teaching and Learning (Online) degree will select one of the following specialization areas and meet the requirements listed.

Effective and Reflective Teaching

The Effective and Reflective Teaching specialization will provide teachers with an understanding of how content, context, pedagogical content knowledge, and student diversity ground intentional teaching practices. This specialization is also beneficial for students beginning or renewing their National Board Certification. The courses are aligned with content and practices encouraged at National Board workshops and were developed in collaboration with the SC National Board Network. As students complete the four course sequence, they develop an understanding of practices and evidence needed for their National Board portfolio (<https://www.nbpts.org/national-board-certification/>). Please note that successful completion of the coursework does not guarantee National Board certification.

Experiential Learning for Early Childhood

The Experiential Learning for Early Childhood specialization equips you to understand and design experiential learning opportunities for young children. You will explore how to support children in making connections between prior knowledge, new learning experiences, and social constructs. Coursework will focus on advanced curriculum design and innovative instructional approaches. In addition, you will gain an understanding of the historical and political underpinnings in early childhood education and the need to create culturally-responsive environments for young children. For licensed Early Childhood teachers, this program will enhance your current practice and afford increased opportunities to support your students. The program can also lead to a rewarding position in the field of Early Childhood Education, such as Program Director, Curriculum Developer, Non-Profit Leader, or Policy Advocate. For licensed Elementary and Special Education teachers, this program would fulfill two of the three requirements for the Early Childhood add-on certification in South Carolina (may also be reciprocal in other states).

Instructional Coaching

The instructional coaching specialization equips current or aspiring instructional coaches with the skills to be an effective instructional or curriculum specialist within their school or district. Coursework focuses on the practical application of reflective coaching practices and professional learning opportunities within the school setting to empower teachers for a positive impact on student growth. An instructional coach brings evidence-based practices into classrooms by guiding their colleagues in data analysis, best instructional practices, and collaboration to improve student learning. Instructional coaching supports professional learning within the school setting by focusing on student learning needs. As schools adopt varying coaching models and roles for teachers, this program seeks to create pathways to develop a positive school culture where mutual respect, collegial relationships, and a shared responsibility for student learning emerges. Through this four-course sequence, participants will develop an understanding of professional learning, coaching models, student-centered collaborative protocols, and student-centered instructional and coaching practices. Coursework takes place within the context of the school setting with a focus on practical application of learning to gain a deeper understanding of instructional coaching. Clemson University is excited to offer a unique concentration in the area of instructional coaching.

STEAM (Science, Technology, Engineering, Arts, and Mathematics)

The STEAM education specialization provides teachers with the ability to infuse STEAM practices in their classrooms. STEAM is a transdisciplinary approach for engaging all learners to solve real-world problems. The four-course sequence equips teachers with skills to create, implement, reflect, and assess students engaged in STEAM units. This specialization is appropriate for K-12 teachers of all content areas. STEAM education is an innovative approach to teaching in the K-12 setting. This transdisciplinary approach engages learners to solve real-world problems through STEAM problem scenarios. STEAM education has demonstrated much

success in re-engaging learners and teachers through problem-based approaches. The four-course sequence builds upon a foundational understanding of the differences between STEM and STEAM, by creating standards-based problem-scenarios in the first course, STEAM Instructional Design. The second course, STEAM transdisciplinary teaching, uses technology to connect and integrate disciplines a transdisciplinary approach. The third course, STEAM Assessment, focuses on assessment practices including both formative and summative assessments that are aligned to the STEAM units. The fourth course, STEAM Enacted and Evaluated, provides teachers with the opportunity to test out these practices in their classroom while receiving supportive feedback. At the end of this sequence, teachers will be prepared to implement STEAM units, practices, and new pedagogical techniques that will create a platform for creativity, communication, critical thinking, and collaboration in their classrooms.

CHANGE OF SPECIALIZATION AREA

M.Ed. in Teaching & Learning (Online) students are admitted into the program based on the specialization area indicated during the application process. Any student wishing to change their specialization area must contact the M.Ed. in Teaching & Learning Program Coordinator to make the request. The request will be reviewed by advisors from the specialization that you seek to switch into and the Department Chair before approval will be granted. Approval may or may not be granted based on specialization area enrollment limitations, as well as, the student's qualifications for the specialization area she/he is requesting.

PLAN OF STUDY FOR M.Ed. IN TEACHING AND LEARNING (ONLINE):

The M.Ed. in Teaching and Learning (Online) is an 18-month program spanning five semesters. During the first semester of the program (summer), students will take two courses at the same time over a five-week timeframe. Thereafter, courses will be taken one at a time allowing students to focus on one course at a time. Courses taken in fall and spring semesters will last seven and a half weeks each. Courses taken in the second summer semester will last five-weeks each and be taken one at a time.

The Teaching and Learning M.Ed. program coordinator will send each student an individualized registration email prior to each registration date. Due to the cohort nature of the program, students will need to register for the assigned section of each course listed.

Year 1

Summer

- Curriculum Theory (ED 8650)*
- Contemporary Issues in Assessment (EDF 8080)*

Fall

- Specialization Course #1
- Classroom-Based Research I (ED 8600)*

Spring

- Specialization Course #2
- Classroom-Based Research II (ED 8990)*

Year 2

Summer

- Specialization Course #3
- Cultural Diversity in Education (ED 8250)*

Fall

- Specialization Course #4
- Learning and Motivation in Context (EDF 8020)*

* These are all part of the 18 hours of core classes.

	Effective and Reflective Teaching	Experiential Learning for Early Childhood	Instructional Coaching	STEAM
Specialization Course #1:	Effective Teaching Practice and the Learning Environment (ED 8810)	Advanced Early Childhood Education Foundations and Methods (EDEC 8100)	Elements of Instructional Effectiveness (ED 8750)	STEAM Instructional Design (ED 8700)
Specialization Course #2:	Differentiation in Instruction and Student Work Analysis (ED 8820)	Advanced Early Childhood Education Curriculum (EDEC 8200)	Curriculum, Instruction, Assessment, and Learning from a Mentor Perspective (ED 8760)	STEAM Transdisciplinary Teaching (ED 8710/8711)
Specialization Course #3:	The Reflective Practitioner (ED 8830)	Math, Science, and Technology Inquiry in Early Childhood (EDEC 8950)	Critical Issues in Instructional Coaching and School Leadership (EDLT 8280)	STEAM Assessment (ED 8730)
Specialization Course #4:	Leading from the Classroom (ED 8840)	Parent Education in Early Childhood Multicultural Settings (EDEC 8000)	Reflective Instructional Coaching Practice (EDLT 8290)	STEAM Enacted and Evaluated (ED 8720/8721)

More detailed course descriptions can be found in the [Graduate Catalog](#)

ACADEMIC PROBATION

Graduate students who fail to meet the following minimum academic standards for graduate studies at Clemson University are placed on academic probation. These minimum standards include a minimum B average (3.0 grade point average) in:

- All graduate-level courses
- All courses listed in the Plan of Study (Form GS2)
- All courses (undergraduate and graduate) since admission to the Graduate School, excluding those taken on a pass/fail basis

A minimum grade of C on any coursework must be made for the course to apply toward a degree. Students who fail to meet these requirements become ineligible for graduation and remain on academic probation until they earn the requisite 3.0 grade point average or are dismissed.

Graduate students placed on academic probation should meet with their major advisor and/or graduate program coordinator to ensure that the expectations for removal of the probationary status are clearly defined and understood. Graduate students on academic probation must submit a [Graduate Student Plan for Success](#) form no later than the date specified in the probation notification (typically around the beginning of classes for the next term).

Further details can be found in the [Graduate School Policy Handbook](#).

ONLINE ENVIRONMENT

With the support of CU Online, Clemson uses the most advanced online technology to provide a rich, supportive, seamless learning environment. Courses are asynchronous thus allowing students to access courses when and where they need. While students have great flexibility in asynchronous learning, there are key deadlines in each course when learning modules must be completed. Students will be provided with timely support from instructors and technology personnel so that learning is maximized. [Canvas](#), a very user-friendly learning management system, is used for all courses to guide the learning experiences.

An orientation module is provided within each enrolled student's [Canvas](#) account before the start of the program to allow students to become comfortable with expectations and the technologies before classes formally start. This orientation module provides you with the resources you need to succeed in your courses and is intended to supplement the [University's Graduate School Policy Handbook](#). Here, you'll find information about:

- Required Texts
- University and Program Policies
- Technical Support and Technology Tutorials
- University Resources and Academic Support Services
- Academic Writing and Citation Guidelines
- Lesson Plan Templates

All students are required to complete the Orientation Module prior to starting coursework.

Required Writing Style

M.Ed. in Teaching & Learning (Online) students are expected to utilize APA (American Psychological Association) Style for all course assignments unless directed otherwise by your instructor. Information regarding APA style can be found on the [APA Style website](#). The [Publication Manual of the American Psychological Association](#) is recommended for all students enrolled in the M.Ed. in Teaching & Learning (Online) program.

Required Technologies

To successfully fulfill the requirements of your degree program, you will need access to:

- **A laptop or desktop computer.** While you can access your courses through Canvas's mobile apps for [iOS](#) and [Android](#) devices, you will still need a laptop or desktop computer to complete your research and writing activities. While you can complete most activities on a

Chromebook, we strongly recommend that you have access to a computer that can run Microsoft Word because Google Docs does not have robust enough formatting features to allow for correct APA formatting.

- **A reliable internet connection.** It's also a good idea to have a contingency plan in case your internet connection fails right before an assignment is due. If you cannot travel to another location, then consider temporarily using your mobile phone as a hotspot.
- **[An up-to-date browser.](#)** Canvas is designed to work in all browsers, but in general, users tend to have a smoother experience in Chrome and Safari.
- **Microsoft Office 365 programs**, including Word and PowerPoint. These are freely available to download for all Clemson students via [CCIT's website](#).
- **A web conferencing service** such as Zoom which is freely available to download for all Clemson students via [Clemson Online's website](#).
- **Speakers or headphones** to listen to audio and video resources.
- Additional technologies as specified in your course syllabus; these may include a webcam or other recording device and screencasting or video production programs.

Required Technical Skills

To be successful in this program, students must have a minimum working knowledge of their computer system, web browser, and word processing program. You will need to be able to:

- Use your password to log in to your class before the semester begins
- Attach files to email messages
- Compose written documents in a word processor such as Microsoft Word or Google Docs
- Complete word processing tasks (type, cut, paste, copy, name, save, rename, etc.)
- Download information from the Internet
- Navigate to a page on the Internet
- View online videos like those on YouTube
- Complete online forms
- Access and read files such as Microsoft Office documents and PDFs
- Backup your files
- Install and maintain an antivirus program and other software
- Use technology as required by course instructors and seek online tutorials and help features to support your use of required hardware/software

Technical Support Resources

- There are multiple types of technical support available to Clemson students enrolled in online graduate programs. Below, you'll find an overview of each support service and guidelines on when to use each service.

Note: *If a problem with Canvas or another university system will prevent you from submitting an assignment on time, contact your instructor and CCIT immediately. If necessary, s/he can work with you to make alternative arrangements.*

Clemson Computing & Information Technology (CCIT)

[CCIT](#) should be your first point of contact for any issues related to University systems and software. To access CCIT support, you may email ITHELP@clemson.edu or call (864) 656-3494. CCIT also offers support via [live chat](#).

Contact CCIT for help related to:

- [Usernames and passwords](#)
- [Email](#)
- [iROAR](#)

- [University software](#)
- [Two-factor authentication](#)

Note: *If you are having trouble logging in to Canvas, contact CCIT.*

Canvas Support

While you may contact CCIT for help with Canvas-related questions and/or issues, Canvas offers 24/7 on-demand technical assistance via [live chat](#). To access Canvas support, click "Help" on the Canvas navigation menu, then identify the type of support you need. You may also consult the [Canvas Student Guide](#) to learn more about functions within Canvas.

Contact Canvas support with Canvas-related problems or questions about how to perform different actions within Canvas, including:

- Accessing course content
- Submitting assignments
- Replying to discussion posts
- Uploading files
- Recording audio or video

ACADEMIC INTEGRITY

Students in the M.Ed. in Teaching and Learning (Online) program are expected to abide by the Academic Integrity policies outlined in [Clemson's Graduate School Policy Handbook](#) at all times. Forms of academic dishonesty include (but are not limited to):

- Cheating
- Fabricating or falsifying information
- Facilitating violations of academic integrity
- Failing to cite contributors
- Plagiarizing, including self-plagiarism
- Thwarting others' progress
- Submitting work completed by someone else to fulfill course requirements

Consult the [Graduate School Policy Handbook](#) for a detailed description of these violations and the penalties that they incur.

TEACHING AND LEARNING MASTER'S OF EDUCATION AI POLICY

It is the expectation that master's students develop the skills required to independently, ethically, and effectively conduct their research. For your work to be acceptable, you must do the following:

- Advance knowledge in your field by describing and illustrating how your research makes an original contribution
- Demonstrate your familiarity with your field by being able to synthesize and critique the relevant literature
- Exhibit mastery of research methods and their application to your research
- Craft and clearly communicate a complete account of your research endeavors
- Present (both written and orally) the results and analysis of your research
- Utilize literature strategically to support your claims and document your sources
- Situate your research within the broader field of education
- Write in a manner consistent with the norms of your field and scholarly communication

Any use of technology or human assistance to circumvent the development and demonstration of these skills may be considered by the College of Education to be in breach of our expectations and will be treated as an academic integrity violation in accordance with Clemson University policies.¹

To these ends, any use of artificial intelligence (AI) that is used to supplement your work and does not circumvent the above criteria **MUST** be discussed with and cleared by your instructor **PRIOR** to engaging in your research and writing. In addition, you must disclose all use of generative AI in **BOTH** of the following ways:

- Your inputs (prompts, questions, etc.) should be discussed in the narrative and the outputs (the generative AI's responses) must be provided in an Appendix²
- There must be a statement where disclosures would typically be in a publication using the following template:

Statement Template: During the preparation of this work, the author used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the author reviewed and edited the content as needed and takes full responsibility for the content of the publication.³

Example: *During the preparation of this work the author used scite to find literature to support arguments made in the literature review chapter. After using this tool, the author reviewed the literature to verify its support of the arguments and takes full responsibility for the content of this project.*

If you have any doubts about whether your use of generative AI is acceptable, please reach out to your instructor ahead of time for guidance.

ONLINE STUDENT AND INSTRUCTOR EXPECTATIONS

Each course in the M.Ed. in Teaching and Learning (Online) program will include the following list of expectations for students and faculty.

Student Expectations

1. I will complete the M.Ed. Orientation course, if I have not already done so.
2. I will test all technology (both hardware and software as listed in course syllabus) at least two days before the start of the course to ensure that I have the proper equipment/resources to succeed in the course.
3. I will log into Canvas by the first day of class.
4. I understand that I am responsible to meet deadlines even if I experience technology issues, including connectivity issues. I will find a back up as necessary (e.g. loaner technology, local computer lab, internet café).
5. I understand that course dates are fixed; therefore, if traveling, I will continue to complete assignments based on course syllabi and due dates.
6. Though courses are all asynchronous, I agree to meet module deadlines that may occur throughout the course.
7. In the event of a regional disruption to internet access (national disaster or political crisis), I will communicate with my instructor as soon as I'm able to get back online.
8. I will be professional and respectful in all my communications. I agree to follow the guidelines for online conduct as outlined in the syllabus.
9. I agree to do my part on any group or collaborative work, and I agree to participate actively throughout the course to improve the experience for others and me.
10. I will check Canvas announcements and other course-related materials regularly (as defined in the course syllabus).

11. I will use Canvas Inbox to communicate with my instructor/peers and respond to messages within 48 hours.
12. I will provide feedback to my instructor via the end-of-term course evaluations and other available opportunities.

Instructor Expectations

All instructors for the M.Ed. in Teaching and Learning program have acknowledged and agreed to comply with the following expectations:

1. Instructor will introduce themselves via email and provide the course overview to the students at least three days prior to the start of the class.
2. Instructor will unlock courses via Canvas at 12:01 a.m. the first day of class. Courses will not be unlocked prior to the first day of class.
3. Instructor will respond to communications within 24 hours (excluding weekends and holidays). The instructor will communicate with students in case of exceptions.
4. Instructor will post and be available for virtual office hours (six hours per week) as stated in the syllabus.
5. Instructor will meet with TAs/associate instructors (if any) as needed to make sure they know and are meeting their responsibilities.

LATE WORK POLICY

The M.Ed. program has adopted the following program-wide policy on late work:

Assignments are due by the date and time specified in the syllabus. All due dates and times are in Eastern Time (ET). Unless otherwise specified below, late assignments will be accepted up to one week from the original deadline; however, for this late work the instructor will reduce your grade by one full letter grade (the equivalent of 10%). You will receive this reduction even if you are one minute late. Late work submitted more than one week from the original deadline will not be accepted and you will receive a zero. If serious illness or emergency will prevent you from turning your work in on time, contact your instructor immediately. Documentation will be required.

COMMUNICATION WITH INSTRUCTORS AND CLASSMATES

For security reasons, your instructors will only communicate with you through official University channels. You should also use official University channels to communicate with your instructors and classmates. Most communications will take place in Canvas, our learning management system.

Communicating through Canvas

Students should use Canvas's internal messaging system (available by clicking "Inbox" on the navigation menu on the left) to contact their instructors and classmates. It is important to note that Canvas is a professional tool utilized for teaching and learning purposes. All conversations within Canvas are expected to be purposeful, professional, and enhance each student's learning process. For more information on sending and receiving messages in Canvas, consult the [Canvas Student Guide](#).

Setting Your Canvas Notifications

Your instructors will also use Canvas to post announcements. To ensure that you receive communication from your instructors in a timely manner, you should elect to receive notifications for Canvas announcements and conversations. Visit Canvas's ["How do I set my notification preferences?"](#) guide for detailed instructions.

You can also elect to receive notifications via text message, push notifications, or additional email addresses. For details on adding additional methods of contact to your Canvas account, visit Canvas's "[How do I add contact methods to receive notifications?](#)" guide.

Clemson Email

It is important for you to check your University email regularly so that you do not miss important announcements and updates. Information on accessing Clemson email can be found at <https://ccit.clemson.edu/support/new-to-clemson/email/>.

KEY GRADUATE SCHOOL DEADLINES

Specific Graduate School deadlines can be found at <https://www.clemson.edu/graduate/students/deadlines.html>

Although regular communication will be provided each semester, the following are key benchmarks that you will want to remain aware of:

Benchmark	When
Major Advisor and Advisory Committee Assigned	Upon acceptance into program
Submit Plan of Study and Graduate Degree Curriculum (Online GS2) *See below for further information regarding GS2	Middle of your second semester
Apply to graduate through iRoar	Final semester prior to graduation – for current deadline see Graduation Deadlines on the Graduate School website
Order diploma through iRoar	After completing at least half of the prescribed coursework
Order cap, gown, and hood from University Bookstore	Final semester prior to graduation – for current deadline contact the University Bookstore

From the Graduate School Website: The final responsibility for ensuring compliance with these procedures rests with the graduate student. Special problems should be referred to the graduate dean.

Comprehensive Exam

The M.Ed. in Teaching & Learning (Online) weaves the traditional comprehensive exam requirement into coursework assignments throughout the program. Therefore, M.Ed. in Teaching & Learning (Online) students will not take part in the traditional comprehensive exam nor will students be required to complete the Graduate School's corresponding GS7M form.

PLAN OF STUDY (GS2)

You must complete all classes listed on your GS2 before graduation. If you fail to do so, you must file a revised GS2. Prior to graduation, you may revise your plan of study as needed subject to Advisor approval.

PLAN OF STUDY ADVISOR

Your plan of study Advisor is dependent upon your specialization area. The Teaching and Learning M.Ed. program coordinator will email detailed instructions when it is time to submit your plan of study.

ASSISTANTSHIP

The M.Ed. in Teaching and Learning (Online) program does not offer assistantship opportunities. Students enrolled in the M.Ed. in Teaching and Learning (Online) program are expected to be employed within formal and informal PK-12 learning environments.

RELEVANT UNIVERSITY RESOURCES

Registration and Payment

- [Registrar's Office](#)
- [iROAR](#)
- [Student Financial Services](#)
- [Financial Aid](#)

Academic Support Services

- [Writing Lab](#)
- [Academic Success Center](#)
- [Clemson Libraries](#)

Student Support Services

- [Student Accessibility Services](#)
- [Office of Access and Equity](#)
- [Preferred Name Policies and Procedures](#)
- [Counseling and Psychological Services](#)
- [Clemson Ombudsman \(Conflict Resolution\)](#)
- [Academic Grievances](#)
- [Center for Career and Professional Development](#)