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Dear Clemson Family Members,

Congratulations and welcome to the Clemson Family! As a parent or family member of a Clemson student, you are just as much part of the Clemson family as your student. I hope you embrace this and take advantage of all that Clemson has to offer to you and to your entire family.

Over the next several years, your student will be presented with a myriad of opportunities and experiences. We believe each one of us can positively impact their work, therefore through their academic engagement and involvement, we hope that each of our students is able to achieve their personal and professional goals.

Clemson provides an array of resources for students in order to contribute to their success. I hope you will take time to familiarize yourself with the people, services and resources that are offered in the Clemson community. Doing so will allow you to be an integral part of your student’s Clemson Experience and allow you to provide the support and encouragement throughout their time at Clemson.

The Division of Student Affairs staff is always available to assist your student as well as all members of the Clemson Family. This Family Handbook will guide you through student experiences and allow you to connect with specific Clemson services and resources. We certainly hope you will call on us when the need arises.

Best wishes to you and your family for a successful and satisfying Clemson Experience!

Sincerely,

Jeffrey Brown
Associate Dean of Students
Director of New Student and Family Programs
HOW TO USE THIS RESOURCE

This booklet is divided into several sections including the various years of enrollment at Clemson. Each section will briefly talk about the college student experience followed by what services and resources are available at Clemson to navigate that experience or developmental process. It will also encompass common issues we see at different times of the year as well as triumphs! Most sections also offer a “how you can support” sub-section, which provides specific ways or things you can do to support your student, as well as questions you might want to consider asking your student. You may also notice the use of “Clemson Lingo” throughout this booklet. These are acronyms or terms commonly used by students, faculty and staff. This booklet is intended to be kept and hopefully utilized as a resource during your student’s time at Clemson.

THE COLLEGE STRUCTURE

This section is to inform parents and families that there is a structure that impacts how your students are supported at Clemson, and it is to help you understand the various roles as well as help frame what your student may be explaining to you throughout their time here.

Academic Divisions and Departments
Clemson University is divided into several divisional units. When it comes to the academic structure there are colleges and schools within the University: sciences, arts and humanities and so forth. From there, majors lie within each academic department. When you hear your student or a faculty member talk about their “college,” the divisional unit is what they are referring to.

Student Affairs and Support Services
Outside the academic units on campus, there are several units that provide services and resources, which support students. Many of these services and resources will be outlined in the subsequent pages of this booklet. If your student needs assistance, there may be a defined path already in place that may guide your student. We will attempt to outline how best to support your student. Some main areas include:

- The Division of Student Affairs
- Academic Affairs — Undergraduate Studies and the Academic Success Center
- Enrollment Services — Financial Aid and Registrar’s Office
- Student Financial Services

The Role of the Dean of Students Office
The Dean of Students Office at Clemson serves as a trusted place for care, advocacy and referrals to campus and community partners which inspires student engagement, success and a sense of belonging. The staff works closely with the campus to foster a sense of belonging in all students while providing care, support and advocacy for the entire Clemson community.

University Level Policies and Procedures
There are many policies and procedures put in place to keep the University functioning. Academic policies (discussed further on page 16) are outlined to inform students of any policy or procedure that affects their progression through their curriculum and toward graduation. Further, policies related to students’ rights, responsibilities and conduct are found in the student handbook.

Student Handbook is an additional guide to all policies and procedures pertaining to an enrolled student at Clemson. It contains some academic policies (for a complete detail of academic policies students should refer to the Undergraduate Announcements), housing and facilities policies, access and discrimination policies, safety policies, the student code of conduct, financial policies and general policies.

The Student Code of Conduct is the core code in which all enrolled Clemson students are expected to abide by. The purpose of the Student Code of Conduct is outlined as follows:

Academic institutions exist for the transmission of knowledge, the

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pursuit of truth, the development of students and the general wellbeing of society. Free inquiry and free expression are indispensable to the attainment of these goals. A Clemson student is expected at all times to show respect for civility, community and the rights of others and to exemplify the Clemson University Core Values of Integrity, Honesty and Respect.

Clemson University supports the concept of education. When a student is not a danger to the University community or when the repetition of misconduct is unlikely, the University will make an effort to educate the student through a sanction; but should the student demonstrate an unwillingness to obey the rules governing conduct, he/she may be separated from the University.

Understanding Federal Law and What that Means for Your Student

It is important to Clemson to partner with families throughout the entire collegiate experience. We value this connection and put considerable time into providing resources and one-on-one conversation with families. One thing that is consistently challenging for both families and staff are laws that limit our ability to share information about any specific student to their parent(s).

The Family Educational Rights and Privacy Act (FERPA) is an act that affords students certain rights of privacy with respect to their academic records (grades, faculty and advising conversations) and health records at Redfern Health Center (both medical and counseling records).

FERPA assures your student complete privacy of their health information. Keep in mind that this covers both general medical information as well as Counseling and Psychological Services visits. Health record information is disclosed only with a specific release of information signed by the student. The only exceptions you will see are for health and safety emergencies.

How You Can Support

So here’s the deal. It is not ideal for a parent or family member trying to support their student to not know what is going on academically or health wise with your student. We understand that this is incredibly frustrating and we completely understand where you are coming from.

To put it simply, it is the law and we have to abide by it. The absolute best way to gain access to any of this information is through your student. This is a different stage of life for your student becoming an adult, as well as a parent in trusting that your student is going to be making the best decisions. This is a great time to begin (if you are not already) having conversations to build trust. By giving your student encouragement and your support, they will be more likely to be honest with you.

Points of Contact

An encompassing list of University contacts is available on the back inside cover of this booklet.

College is a transformational experience in a student’s life. It is a time to explore interests, take risks, learn about life and study an academic field in-depth. As a parent, we recognize you are a pivotal partner in helping your student make good decisions and we want to provide you with the guidance that we have seen work through experience. We also want to be open and honest with you about the real “stuff” that is taking place throughout your student’s time with us.

While college may seem like a blend of studying and socializing, there is a critical developmental process going on in both settings and everything else in between. College may be the first time your student is doing some of the more simple things like sorting laundry, keeping up with their bills, waking up for class (on their own), being in charge of their own schedule, etc. They will also experience some bigger changes such as living on their own (with a roommate and sharing a bathroom), making their own decisions, advocating for themselves and ultimately discovering their personal unique identity and value system.

Movies and TV shows have made college appear to be all fun and happy. Yes, college can be incredibly fun and it can be the best years of your life, but that is not always the case or even the norm. Becoming very best friends with your roommate that you have only known for a month is unrealistic, although it can happen. Maybe your student was in the top of their class in high school and they fail an assignment, or what if your student was one of the most popular students in class and comes to college feeling more lonely than ever before? College is not always perfect or easy. These perceptions make college that much more difficult when you have an expectation of what the experience “should” look like.

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To put it as bluntly as possible, college is uncomfortable. College should be uncomfortable. There is a lot of change happening that most students don’t even think about before coming. This feeling of discomfort means that they are learning. Much discomfort stems from experience and this means that they are gaining a new life experience. This is great! These experiences, both comfortable and uncomfortable, will be invaluable to them as they move from college into their professional lives.

THE PROGRESSION OF THE PARENT/STUDENT RELATIONSHIP

For so many years, you’ve played a major part in your student’s life. You’ve packed lunches, scheduled doctor’s appointments, celebrated every accomplishment and soothed the sting of every disappointment. The results of your involvement are evident. You’ve raised a son or daughter whose excellent record has earned a place in one of the top five percent of U.S. public universities.

You’ve done a wonderful job so far, and you should be proud. However, like many first-year parents, you may be wondering, “Now, what do I do?” The answer is: do what you’ve always done — just do it a little differently.

You’re the Coach, Your Student Is the Player — As students cope with their new college lives, they need to know parents and families are there for them as much as ever, but while you may have actively managed details of your student’s life before, it is time to let him or her take over. Your role should now be that of a coach, encouraging and supporting your student to play his or her best game while granting the space to make mistakes and learn from them.

Maintain Perspective — Fear and insecurity are all part of the transition to college. Students may call home with “roller-coaster” freshman moments. Often, students need an outlet in which to unload their concerns and emotions. Once they’ve expressed their fears, there is a good chance their worries will subside. Keep a perspective of the calls and texts home, however, in case the frequency becomes concerning.

Listen — Help your student by listening and being a sounding board. Now is a time for students to start becoming the decision makers. Help them talk through a problem or concern and allow them to come up with what decisions or next steps they want to take. By knowing the campus resources and services, you can encourage them where to begin taking action once they’ve made a decision.
Trust and Encourage — This may be the number one piece of the puzzle concerning what your relationship will look like from this point forward. Trusting your student to make decisions for themselves (even if they are the wrong ones) will help them to feel comfortable in talking to you about the good things and the tough things. When things aren’t going well, encouragement goes much further than anger. If a student feels that you will be angry with them, they may become withdrawn because they do not want to disappoint you (they are usually already disappointed in themselves).

Be the Parent Your Student Can Call — The previous points lead up to this point that our Dean of Students often makes. Your student needs your support, encouragement and guidance. You want them to call for the good things and the bad things. Create the relationship that allows your student to call for all their moments.

Use Resources — Familiarize yourself with our campus resources and services. The more you know, the more you can coach your student. When they call home with concerns or even successes, you can help them move along in their academic and personal paths by encouraging them to seek support. The Parents’ Council calendar has many tips, dates, deadlines and contact information that you can use to help guide your student forward. Stay up-to-date with campus events and activities by reading the Clemson Family Press e-newsletters sent once a month, other than May and June.

Resist the Urge to Rescue — As your student is learning to be an adult, it is a tough balance for parents who have taken care of every detail in their student’s life. Many parents want to swoop in and fix the problem in order to remove the burden from their loved one. Times when you can listen and encourage your student to handle issues on his or her own or utilize campus services are times they are gaining valuable life skills and learning to be an adult. We know as parents their pain is your pain; however, using a “coaching” approach yields a happy and successful student in the end!

THE first YEAR
During your student’s transition through the first year of college, there may be several highs and lows you experience vicariously as your student calls and texts home throughout a day, week or month. Ultimately, we want the same outcome as you — for your student to be safe, healthy and successful at Clemson University. The information gathered in the next several sections is designed to help you understand the transitional experience and what support services Clemson has in place for you to help guide your student.

KEYS TO THEIR SUCCESS

Research has cited the following four practices as key strategies for persistence through higher education and academic performance:

Go to class!
Nowadays, so many high schools have different attendance models. Therefore, it is easy to see why students from these models have different points of view on attending class. In higher education, class attendance is one of the number one ways to stay on track with academic progression and engage with faculty.

How you can support
• Ask your student if he or she has been going to class.
• Ask what class looks/sounds/feels like.
• CARE Reports for excessive absences (contact Dean of Students Office).

Time Management seems like a common sense topic, yet it is one that students constantly experience (or mis-experience). It is easy to let time get away from you as a student — dining hall dinner with a friend, working a part-time job (or two), hundreds of activities and events to attend, all on top of 12-20 hours of coursework can cause concern for anyone attempting to manage time wisely. Attending college should be treated as if it were a full-time job. A full-time job has roughly 40 hours a week, so if an average course load is 15 hours per semester, you could look at this:
  – Enrolled in 15 credit hours
  – Two hours of study/prep per credit hour = 30 hours
  – 15 hours spent in class
  30 hours + 15 hours = 45 hours a week

Unlike a full-time job, the college setting allows the student the freedom and flexibility (and distractions) to deviate from staying on task and not appropriately budgeting time.

How you can support
• Encourage your student to start the weekdays consistently and work between classes.
• If they are struggling, talk about what they are spending their time on. The involvement and fun needs to happen in college, but like a seesaw it can become unbalanced.

Communication with Faculty
Many higher educational research has attributed a student’s academic success and performance to faculty-student interactions. Faculty are excited about their field of study...
In Trouble? Seek Help Early!
The worst feeling for a student is going into finals week knowing no matter the outcome of the final exam or paper, the course grade is going to be poor. No student wants to experience this, and no parent wants his or her student to experience this. One of the best ways to combat this point is by asking for help as early as possible. Encouraging your student to seek help will help not only in their classroom experience but likely their personal life too.

How you can support
• Faculty members have office hours each week. Encourage your student to go, even if it is only to say hello and that they enjoyed a class activity or lecture.
• As a student gets to know the faculty member, it will be easier to ask for help if trouble is encountered.

Student Affairs staff member, Counseling and Psychological Services counselor. There is help all across campus. The best place to start is encouraging the student to seek someone.

ACADEMIC SUPPORT

Dr. Ted G. Westmoreland
Academic Success Program
During their first semester of enrollment at Clemson, students often find the academic expectations and rigor at Clemson to be higher than they expected. As a result, it’s not surprising that many new and continuing students choose to utilize the programs housed in the Class of ’56 and want to engage students in that field. Faculty also administer the grades each semester. A student who takes their time to get to know their faculty member will stand out and become a person, rather than a body who was in their 200-person course.

Early Warning
The New Student Academic Progress Program (NSAPP) takes place in the fall of each academic year for first-time freshmen and first-time transfer students only. Instructors are asked to put grade information into the NSAPP system at the time that mid-term grades are due. This date can be found on the Academic Calendar. Each student will receive an email with a specific link for them to view their progress report. Under the progress report, the name of each student’s assigned NSAPP adviser is listed. Students are encouraged to reach out to their adviser if they are struggling in any of their classes for further guidance on how to proceed. NSAPP advisers will also reach out via Clemson email, to any of their assigned students with two or more below averages. Although instructors are encouraged to put grade information in the NSAPP system, some will provide it through Blackboard or another forum used for their classes. If a student does not have mid-term grade feedback for a class in their NSAPP report, they are strongly encouraged to contact their professor directly and request this feedback. It is the student’s responsibility to know how they are performing in a course. It is also important to know the final date to withdraw from a course without a zero for the semester. This date can be located on the academic calendar and should be discussed with an academic adviser if it is being considered. Early intervention is the key to student success.
Academic Success Center (ASC) Building. Located in the heart of campus, the ASC is the home of the Dr. Ted G. Westmoreland Academic Success Program. FREE comprehensive academic success programs for all undergraduate students are offered at the ASC including Supplemental Instruction (SI), tutoring, cross-college academic advising and coaching, academic counseling and academic strategy workshops. In short, there’s something for every student at the ASC.

**Course-Based Programs**

**Supplemental Instruction (SI)** is a series of twice-weekly interactive study sessions for students enrolled in historically difficult classes. Clemson’s SI program has been awarded international recognition for its effectiveness. SI sessions are led by an upper-class SI leader who completed the course at Clemson and earned an “A.” The SI leader attends all class meetings and guides his/her peers through the course material. SI leaders are trained to integrate course content (what to learn) and study strategies (how to learn) into the SI sessions. The leaders help students organize class material, compare notes, discuss difficult concepts, develop strategies for studying the subject and prepare for upcoming tests. What SI leaders do not do is lecture, re-teach or tutor the material. SI is intended to support the course, not replace a lecture or contact with the instructor. Data shows that students who participate in SI on a regular basis (six or more visits during a semester) earn a higher percentage of As and Bs and a lower percentage of Cs/Ds/Fs and Ws (Withdrawals) than non-participants.

SI is typically offered for the following courses:
- Accounting 2010, 2020
- Biological Sciences 2220/2230
- Chemistry 1010/1020, 2230/2240
- Math Sciences 1020, 1040, 1060, 1070, 1080, 2070
- Physics 1220, 2070, 2080

**Tutoring** is offered for more than 100 courses on a drop-in basis. Tutoring sessions are led by upper-class students who completed the course at Clemson and earned an A in the course. Tutors assist students by providing strategies for learning difficult course material and empower students to become independent learners. Clemson’s tutor training is certified by the College Reading and Learning Association (CRLA). Tutoring is offered throughout the week in the ASC building or other locations. The ASC website is the best place to check for a current listing of courses, locations and times. Additionally, tutors create recorded Pencasts that are available on the

CONTINUED ON NEXT PAGE...
ASC website. The Pencasts show tutors working out some difficult problems or concepts that tutors are commonly asked about during tutoring sessions.

Other Programs

Cross-college Advising and coaching is available for students who would like assistance with developing a plan for enhancing their academic performance and achieving their educational goals. Just like a coach for any sport, the academic adviser and coaching specialist’s goal is to equip students with strategies and information they can utilize to excel at Clemson and achieve their fullest potential. Advising and coaching specialists provide students with strategies and information that can help students identify their strengths and challenges, set realistic and attainable goals, identify decision-making skills and exploration strategies for choosing a major and develop and enhance their study and self-management skills. Depending on a student’s needs, individualized advising and coaching appointments usually last 30 minutes to an hour. Students can schedule appointments for a weekly, bi-weekly or monthly basis.

Academic Counseling is available for students who want individualized feedback from a professional academic counselor regarding their current study behaviors and strategies for enhancing their academic success. Before meeting with an academic counselor, the student completes an inventory called the Study Behavior Inventory (SBI). The SBI highlights the student’s study skill strengths, identifies areas of academic difficulty and provides recommendations for improvement. After completing the SBI, the student meets with the academic counselor to review the results. During the academic counseling session, students learn effective ways of learning and retaining course material and developing strategies to prepare for their most challenging courses. Students also receive personalized recommendations for enhancing their study techniques and can discuss any concerns they have about their academic situation. Common topics covered in an academic counseling session include time management, note-taking, creating a study plan, reading strategies, reducing test anxiety, test preparation, motivation and test-taking skills.

Academic Strategy Workshops are offered throughout the fall and spring semesters on a variety of topics, techniques and strategies designed to help students excel and succeed at Clemson. More than 50 in-person and 30 online workshops on learning, study skills and other topics are delivered each semester.

The Advising and Registration Process at Clemson

The advising process at Clemson varies to some degree by college
and major. Depending on a student's academic standing (i.e. freshman, sophomore, junior, senior), they may have a staff adviser or faculty adviser. A staff adviser is a full-time professional staff member trained in class advising for a specific major or department. Clemson values interactions between faculty and students, and at some point in their academic career, every student will be advised by a faculty member in their major.

Academic advising and registration takes place in the fall for the following spring semester and in the spring for both summer and the following fall terms. Registration dates can be found on the academic calendar. Each student is assigned a specific time and date that iROAR is set to open up course registration for them. This date and time is based on class standing and number of credit hours earned. In order for a student to be granted access to register at their assigned date and time, they must first meet with their academic adviser. Students can find the name of their assigned academic adviser by logging into iROAR and looking under Student Information. Each college and major coordinates advising differently. Students should expect to be contacted by their adviser around a month in advance of when registration opens up. If this doesn’t happen, the student should contact their adviser to find out about his or her specific advising date and time.

Deadlines
Each semester, there are key drop/add deadlines that are outlined on the academic calendar. Students are informed of these dates and deadlines via emails and their advising appointments. A few things to understand:

- Last day to register or add: last day of a term a student can sign up for a class to take in that same term.
- Last day to drop a class OR withdraw from University without a W: once the class is dropped, it is never seen on the transcript. Dropping a class after this point will be noted on the transcript with the course title and a “W,” meaning “withdrawn.” If the class is properly withdrawn, no grade calculation or grade point is impacted.
- Last day to drop a class or withdraw from University without final grades: same explanation as the point above EXCEPT a “W” would be present with course title. No grade calculation will be completed. Any courses dropped AFTER this final deadline, the grade will be impacted with the grade earned in the class at that point.

Bill Paying Deadlines
There are separate deadlines outside the academic calendar that need to be adhered to, like submitting your payment of tuition and fees. It is vital to pay attention to these deadlines as to not incur late fees or the dropping of classes. There is a more in-depth section on college finances and financial deadlines in a few pages of this booklet.
ACADEMIC POLICIES

While academic policies are items for students to know, we will give you the inside scoop to help guide your student in the right direction as conversations arise. The good thing is all academic policies are posted in multiple places including the Undergraduate Announcements. Additionally, Clemson's general education requirements and each major's curriculum is outlined in the Announcements. Anyone can access the Announcements from Clemson’s website. This is an excellent resource for any question related to all academic policies and procedures. As a parent, here are a few common policies you should be aware of:

Academic Forgiveness
The Academic Forgiveness Policy (AFP) allows a student enrolled beginning Fall 2003 or after to eliminate from the GPA calculation up to three courses in which a D or F was earned. Students enrolled prior to Fall 2003 who were under the former Academic Redemption Policy will be allowed academic forgiveness on a modified scale. Detailed information is available at www.registrar.clemson.edu.

The following conditions apply:
- Courses taken prior to fall semester 2003 may not be considered for academic forgiveness.
- While D or F grades in required courses may be eliminated before the course is repeated, any course used to meet a graduation requirement must be repeated satisfactorily at Clemson University.
- Both grades will remain on the transcript, degree progress report and other official documents.
- For financial aid purposes, courses repeated under this policy resulting in duplicate credit do not count for satisfactory academic progress.
- The AFP shall apply only to courses taken at Clemson University. Course substitutions are not permitted.
- Students may not invoke the AFP after they have graduated.
- After graduation, students may repeat coursework, but both grades will be calculated in the grade-point average.
- The AFP may not be applied to a course taken on a Pass/No Pass basis or to any course in which the student was previously found in violation of the academic integrity policy.

Academic Probation
Students who fail to maintain a cumulative grade point average of 2.0 or higher will be placed on academic probation. No notation concerning probation will appear on the student’s permanent record. A student on academic probation may enroll in a maximum of 16 credit hours unless permission for a higher course load is granted by the academic adviser. Students on academic probation are expected to participate in the Academic Recovery Program.

Tiger Success is a program to help students regain good academic standing at Clemson and give them the opportunity to prove their commitment to their academic success. The program also provides a system of accountability and support. An ASC academic coach facilitates sessions. The length of the session varies from fall to spring semester, but most typically last four to eight weeks. Registration is needed to participate in order to match up with an academic coach peer mentor. Topics covered in the program include: academic policies and campus resources, time management and overcoming procrastination, note-taking skills and reading skills, test anxiety and test-taking skills, learning styles, study smarter strategies, stress management and working and communicating with professors.

Majors
Choosing, declaring and changing a major are all major decisions! It is important to help assure your
student that it is normal to struggle with making these decisions and that there are professional staff and faculty members at Clemson available to help in this process. These processes are outlined below:

Choosing and Declaring a Major

When your student applied to Clemson, they had to select a major. Some majors are broad and concentrations do not need to be selected until they progress and get basic coursework completed. Other majors the student applies for are more specific in their expectations. Expectations regarding majors depend on each academic department and their corresponding process. Further, a student may have applied to a general major (i.e. general engineering). Their advisers will walk them through the process to declare a specific major or concentration, which does require paperwork and signatures, so the student needs to be aware it is not as instantaneous a change as their decision may have been.

Changing a Major

A student wishing to change his or her major should consult the University Catalog first. Instructions on how to switch into a specific major can be found under the desired major. Certain majors require a specific GPA and/or number of credit hours. Other majors require an application process and provide specific deadlines to apply for each semester or academic year. A student wishing to change their major is strongly encouraged to reach out to an adviser in the major they would like to switch to and notify their current adviser immediately. In addition to the stipulations listed above, the change of major process also requires paperwork that must be signed by both current and future advisers.

How you can support

- There are heavy advising times in the year (Fall–October/early November; Spring–March/early April). If a student is interested in changing a major, seek an advising appointment BEFORE the busy time.

Tools to Help Make Major Decisions and Start Thinking About that Career Path

The Center for Career and Professional Development (CCPD) is an office that students can utilize for the duration of their time at Clemson. Often, they are accessed just at the end of the college career when they are thinking about job placement, yet CCPD has many tools and opportunities for students who are still in the discovery phase of their career development.

Students can take a career assessment to learn more about their career personality type, majors, career interests, skills and values.

Students can register with ClemsonJobLink to access information about part-time jobs and internships. Students can find a job for the summer that relates to their college major or career interest to gain work experience and start developing a strong business and work ethic. Students can begin a “working copy” of their résumé by attending a workshop through the CCPD.

How you can support

- Encourage your student to stop by the CCPD to schedule an appointment and start the career development process. In fact, CCPD has developed a four-year career planning checklist geared towards parents and families. The checklist includes the student’s role, parents/families role and how the Career Center supports those processes. This is definitely a resource all parents and families should be aware of.

THE TRANSFER STUDENT EXPERIENCE

As the parent of a new transfer student, you may have concerns about how your student will make the transition from their previous school to Clemson. Many parents are as excited as their student about the opportunity to enroll as a new transfer student and what that means for their son or daughter as they continue their undergraduate education at Clemson. Parents should also know that there are unique challenges many new transfer students face as they begin their first semester.

Transfer students may find that they must learn a new campus again! Where are the academic buildings? Where is the closest dining hall? Where do I park, and what are the parking rules on this campus? Transfer student research suggests transfer students attempt to apply navigational skills they learned from their previous institution to their new institution. This sometimes can bring added stress as the new campus has an entirely different culture and procedures. Additionally, transfer students must learn to navigate their new environment through communication and information received. Some systems Clemson has in place many other intuitions also have, but some things are very Clemson specific. New transfer students often tell us they feel a little lost until they learn the routines for such services as the CAT bus system and how to find the campus recreation schedule for fitness classes or intramurals. The feeling is usually short-lived, as new transfer students will find the campus to be a welcoming place where people are friendly and willing to meet other students.

New transfer students will also make new friends and expand their social connections at Clemson. Most new transfer students report that they meet new friends in their classes by introducing themselves, joining a study group for a class or working together on a group project assignment. Naturally, students will also find they can join as many clubs and groups as they would like by searching the OrgSync system for organizations on campus. Clemson has over 400 recognized student organizations and current students can simply use the search feature of OrgSync to find some clubs and groups they are interested in joining or learning more about.

New transfer students also experience a change in academic expectations and rigor when they enroll at Clemson. As a top-20 research institution, Clemson is both academically challenging and stimulating. Students will have opportunities unique to Clemson such as Creative Inquiry courses, which provide hands-on research opportunities for undergraduate
students at Clemson. Clemson also provides a wealth of academic services designed to support new students during their academic transition. Supplemental Instruction, tutoring and other support services provide the necessary help whenever a new transfer student needs some assistance.

Parents play an important role during this time of transition for their student. We rely on parents to let us know when they are concerned about their son or daughter for any reason—not making new friends, experiencing academic stressors or simply not feeling like they are “fitting in.” We encourage you to keep lines of communication open and discuss things with your student frequently. Parents can assist their students by helping them understand that the transition is a temporary state, and once the student has been in classes and has begun to meet other students, they will rapidly feel that they are truly part of the Clemson Family.

STUDENT DISABILITY SERVICES

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, psychological, attentional or learning disabilities. Accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Student Disability staff as early as possible, preferably prior to the first day of classes. Current documentation of a specific disability from a licensed professional is needed. The Student Disability Services website has further details on policies and procedures clemson.edu/sds.
GETTING INVOLVED

We are sure that you have been told to “get involved” by every tour guide, staff member and orientation ambassador in your college visits. The reason we say this is because we want your student to find their home. We know that finding their niche will help them to feel a part of the community and that they belong. What is interesting about this concept is that before applying to college, getting involved probably wasn’t even a thought for your student. They were most likely just thinking about being a student, going to athletic events and building a wardrobe with lots of orange and purple.

However, not recognizing the importance of getting involved can hinder a student trying to make friends because they have not thought about it until after the “easier” opportunities have presented themselves. Students are still trying to get a handle on their classes and their schedule, so they become discouraged to sign up for things. We also see that sometimes parents discourage their student from involvement for the exact same reasons.

We would recommend that you encourage your student to attend TigerProwl (the Clemson club and organization fair) in their first week at Clemson. Students who are involved are generally much happier. The students involved in something are making friends with common interests and meeting upperclassmen that can help them navigate the college experience. It also helps time management, offers leadership opportunities, provides a staff or faculty member adviser that they can utilize as a potential recommendation one day, etc. Clubs and organizations are thrilled to have people interested in what they do! For the most part, clubs and organizations want their memberships to grow and get excited when people are interested in them.

There are multiple ways for students to get connected. Students can look into clubs or organizations, fraternities or sororities, fitness classes, spiritual life, multicultural organizations, student media, performing arts, leadership organizations, academic affiliated societies, spirit groups, residence life affiliations, on-campus employment or internships, study abroad, campus intramurals, campus outdoors groups, etc. There are many opportunities for your student to find their fit. It will most likely feel uncomfortable walking up to an interest table or interest meeting to start, but it is well worth the result! Make sure to remind your student of the importance of putting themselves out there, even if it is hard. The reward is well worth the discomfort.

LIVING ON CAMPUS

Role of an RA

Over the course of Orientation, students and parents will probably hear many abbreviations for
different things at Clemson. One of the most frequent and important ones you will hear is “RA,” which stands for Resident Assistant. A Resident Assistant, an upper class, undergraduate student employed by University Housing, lives in a specific residential community. RAs live and work in traditional residence halls as well as apartment areas. These student leaders play an active role in the lives of students beginning the day students move into on-campus housing.

Students decide to become RAs for a number of reasons. Several current RAs have articulated the value of gaining leadership skills in the position, but the most important thing has been the impact that they are able to make for other Clemson students. Lauren Pearson said, “Being an RA allows you to help others find their purpose and passion!” The RA position is a great way for students to find an employment position on campus that allows them to give back and gain valuable leadership and job skills. We encourage students to consider becoming an RA in their sophomore, junior or senior year at Clemson.

The primary role of an RA is to serve as a mentor and role model for on-campus students. RAs also help students to navigate the college experience. This includes opportunities for students to learn about themselves and to experience living with others. We support students’ academic success, encourage life-long learning, help students connect to Clemson and provide opportunities for students to give back in Clemson and beyond.

As upper class students, RAs have many and varied experiences at Clemson. RAs are also provided with in-depth training that makes them valued and valuable resources for their residents. If a student is struggling with their transition to Clemson or if they are having a hard time navigating their roommate situation, their RA is available to help.

RAs also play an important role in looking out for the safety and well-being of every student. Community desks are open from 8 a.m.–8 p.m. every Monday–Friday. When a desk is not open, an RA is available by cell phone to provide assistance. We strive to have residential communities that are safe and well-maintained. Students can help their RA to create a safe environment by always carrying their keys, escorting their guests and paying close attention to safety tips on campus.

One of the most important things that an RA can do is to develop personal relationships with students in their residential community. These relationships allow us to connect students to specific resources and to help shape their overall Clemson experience. You should get to know your RA as soon as possible and begin developing a relationship with them!

Residential Experience Model
If your student is living on campus, they will be learning in the residence hall in addition to the classroom through the Residential Experience Model (REM). REM is an innovative curricular approach to guide student learning and success in their living environments. REM is aligned with the values, mission and student experiences of Clemson University and brings intentionality to the student residential experience. We believe that an intentional residential experience is transformative. REM provides a student experience that supports the valuable learning opportunities that exist outside of the classroom. The intent is to engage with residents as individuals and connect them to resources on the Clemson University campus. The belief is that students who live on campus will grow in four areas: self-exploration, living in community, intellectual engagement and global citizenship.

Talking Through Roommate Conflicts
Roommate living is always a fun topic and can be incredibly difficult for a family member hearing stories about the experience. The perceptions of roommates in college is where the issues tend to come into play for your student. Your student’s first time really visualizing what a roommate experience would be like is from movies. The scenario typically looks something like this: you immediately (usually on move-in day) become best friends with your roommate, spend all of your time together, the room is always tidy and eventually end up...
in one another’s weddings. The second perceptions may be from horror stories from a friend of a friend of the family where they had a roommate that used their things, ate their food, was very messy, etc. At this point students anticipate the absolute best or the absolute worst scenarios for their experience. Realistically, most of the time roommate living probably falls in between these two scenarios. We survey families at orientation each year and on average around 85% of our participant students have never had a roommate. It is incredibly valuable for your student to have realistic expectations of what this experience will be like. They most likely won’t be best friends on the first day. Plus, who makes a “best friend” in a matter of months of knowing one another? Usually, those friendships take years. It is realistic to think that they may have some disagreements about things. They will most likely have very different ways of doing things that may cause tension. This is absolutely normal. Living with someone can be incredibly rewarding and your student will be gaining more from this experience than they probably even realize. Guide them to figure out how to get through these areas of conflict. Below are some pointers that we think will help you while talking with your student to encourage them to work on these exciting yet potentially stressful times ahead.

**How you can support**

- **Encourage Your Student** by attending on-campus events, going to see a movie or eating meals together. By setting aside time to spend with one another, they will begin to understand each other better.
- **Encourage Open-mindedness** to the fact that your student’s roommate may be very different. There is much to be learned from someone whose background, culture, values and interests are different from your own.
- **Advise to Communicate Expectations** to avoid frustration. Discuss individual expectations with their roommate. It is normal for roommates to have different expectations. Coming to a common agreement on what is expected for living space is an important part of living with another person. Some topics to address are study habits, sleep schedules, items for sharing, items for personal use, visitation hours and cleanliness.
- **Encourage Them to Talk It Out** with respectful communication. Do not let problems build up. Students should speak openly and honestly about their concerns. If they need assistance, a Resident Assistant can help to facilitate a conversation between roommates.
- **They May Need to Give Each Other Space** because sharing a room is a big adjustment for many people. Even if they are best friends, always being together may be too much of a good thing. Everyone needs alone time. Roommates often have different class schedules. However, if they don’t have a natural “break” from each other, encourage them to talk about creating one.
- **Schedule Study Times** and encourage them to let one another know in advance when...
important events (papers, projects, tests) are coming up.

• **Don’t Let Them Stress!** Not all roommates become best friends, but most naturally learn how to get along with each other. The key to a roommate relationship is establishing shared expectations, communicating with each other and addressing conflict when it occurs. If your student feels unable to handle a situation with a roommate, Residential Life staff are available to assist you.

**Alcohol/Drug Use**

As students arrive on campus, it’s a time of new experiences, new friendships and making memories. For some, this can also be a time when students face challenges pertaining to pressures associated with alcohol and drug use. According to research summarized in a College Task Force report to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the consequences of excessive drinking by college students are more significant, more destructive and more costly than many families realize. Alcohol and drug use can be associated with negative consequences such as injury, sexual assaults, mental health concerns, substance dependence, automobile accidents, police involvement and poor academic performance.

The first six weeks of the semester are particularly critical for new students’ success. Families can use this important time to help prepare their students by talking with them about the consequences of high-risk drinking. Families can inquire about campus alcohol policies, stay in communication with their students and ask questions about roommates and weekend activities. They should also discuss the penalties for underage drinking as well as how alcohol use can be related to sexual assault, violence and poor academic performance.

Clemson is committed to maintaining an environment that is healthy, safe and attractive for all members of the community. Students who choose to use alcohol assume a responsibility to comply with South Carolina laws and University policies. Families and students should familiarize themselves with Clemson’s policies and risk-reduction strategies related to alcohol and other drugs. Clemson utilizes a layered prevention approach to alcohol and drugs which includes prevention, education, intervention and treatment. Please see Clemson’s alcohol and other drug website which contains resources for students and families: clemson.edu/alcohol.
HEALTH

Student Health Services
Let’s face it. One of the things that contributes most to college success is staying healthy. The staff at Redfern Health Center, who specialize in treating college students, is here to help students manage their health so that they can succeed in the classroom and enjoy the college experience. By consulting with medical and mental health professionals about chronic or acute conditions, preventive care, nutrition, sports related injuries, managing medications, stress and anxiety, students can learn to become responsible for maintaining a safe and healthy lifestyle.

Medical Services
Redfern Health Center provides outpatient ambulatory care for illness and injury, pharmacy, lab, X-ray and specialty services including women’s health, sports medicine and allergy/immunization clinics. We are staffed with eight board-certified physicians and nurse practitioners as well as many other committed health care personnel. Students are encouraged to call our appointment line to schedule appointments with one of our physicians or nurse practitioners. Calling early in the day helps ensure an appointment time that is convenient for class and work schedules.

Urgent Care
For those times when an appointment cannot be made in advance, urgent problems or new injuries may be seen on a walk-in basis through the nurse’s clinic. Patients are assessed by a registered nurse who provides treatment or makes an immediate, same-day or next-day referral to a physician/nurse practitioner. Waiting times for the nurse’s clinic may vary depending on the number and complexity of these visits. In the evenings and late nights, sick students may benefit from calling the after-hours nurse line. Students may call 864-656-2233 and press option 2 for instructions to reach a registered nurse who will provide advice for self-care and directions for further care if necessary. If treatment is needed at an outside facility, there are a few urgent care centers, a minute clinic and three nearby emergency rooms in the area. Services at these facilities are at the expense of the student.

wellness

Encourage your student to engage in healthy habits, such as engaging in regular physical exercise, eating a balanced diet, getting enough sleep, establishing a routine, prioritizing tasks and trying not to overcommit themselves. College can be stressful, especially around the beginning of a new semester, mid-terms and final exams, and it’s important that your student is physically prepared. There are many resources on campus that can help your student live a healthy lifestyle on campus. Students can stay active by engaging in Campus Recreation’s many fitness/wellness classes and trainings, intramural sports and club sports. The dining halls on campus provide many healthy food options for students. They serve a variety of fresh fruits and vegetables, whole grains and protein, and they include nutritional information for all of their meals. Remind your student to eat a good breakfast! Mental health is also important to living a healthy lifestyle. Students can seek mental health counseling through Counseling and Psychological Services (CAPS), located in Redfern Health Center. Services available to students emphasize a skill-building approach. CAPS offers many workshops within a therapeutic context that allow students to engage in learning new ways of adapting to the challenges that the college experience offers them. A vast number of therapy groups also capitalize on the fact that many of the issues with which college students contend occur in a social setting; thus, group therapy is an ideal form of therapy. Couples and individual counseling are also offered as indicated by the initial assessment of the student. Please remind your student to get plenty of sleep! Sleep is important to help refocus, recharge and rebalance. Encourage your student to follow Healthy Campus on social media and visit the Healthy Campus website, clemson.edu/healthy-campus, for great resources, information and tips on health and wellness!
When the stress of college life becomes overwhelming, students with after-hours psychological emergencies may call Clemson University police at 864-656-2222 and ask to speak with the CAPS on-call counselor.

Healthy Campus
Healthy Campus seeks to create a culture and environment that fosters health, wellness, safety and sustainability and enables our campus community members to achieve, learn and serve. Healthy Campus achieves this by providing exemplary leadership and advocacy for public health, engaged learning activities and population-level interventions.

Healthy Campus offers presentations, individual counseling and information focused on the following areas as requested: alcohol and other drugs, building social connections, nutrition, tobacco cessation, sexual health, stress management and other health-related issues. Healthy Campus also coordinates Aspire to Be Well, a peer-led health and safety focused dialogue required for all new students. This dialogue covers three areas key to maintaining a safe campus, including mental health and wellness, alcohol and other drug misuse and interpersonal violence prevention, while focusing on bystander intervention.

MyHealth-e
The student web portal is an online resource for managing many health matters. Students may complete forms, cancel medical appointments, sign up for text message appointment reminders, send and receive secure messages from certain staff and view/print their bill.

Pharmacy
Our full-service pharmacy, staffed by experienced, licensed pharmacists and technicians, fills prescriptions from both Redfern and off-campus medical providers. We are available to talk with students about their medications. We accept most pharmacy insurance plans and offer 24/7 refill requests.

Health Fee, Insurance and Billing
Full-time students will pay a health fee that supports all services at Redfern including the professional fee of most providers at no additional cost. Supplemental services such as lab, X-ray, pharmacy and specialty clinics incur an additional charge.

A Student Health Insurance Plan is available at a very affordable price that meets the requirements of the Affordable Care Act. This plan is available to undergraduate and graduate students. To see the benefits and enroll online, visit clemson.edu/redfern.

Don’t be concerned if your sick student comes to Redfern without a credit card. Although payment is expected at the time of service, no enrolled student is denied service if he/she can’t pay right away. Unpaid charges will be placed on the University account. We accept cash, personal check, TigerStripe and major credit cards. An itemized receipt is available at checkout and online at MyHealth-e.

Eating On Campus
The infamous “freshman 15” is something most people are familiar with when it comes to college students and food. Fortunately, many college health studies have found that to be a myth and the actual weight gain is only five-to-eight pounds the first year of college.

CONTINUED ON NEXT PAGE...
Still, there are great ways for your student to stay healthy when it comes to eating on campus. Clemson’s dining halls are committed to empowering students’ lives on campus with good food and dining programs that make it easy for them to eat right.

SAFETY

Campus Safety
Every member of the campus community is responsible for safety awareness. The University strives to increase awareness by offering educational programs and disseminating information related to personal safety. Clemson University’s Police Department is responsible for campus law enforcement and security. The campus police, all sworn law enforcement officers, promote campus safety by presenting public safety programs in classes and residence halls on and off campus. The department registers bicycles and offers engraving tools without charge. Unfortunately, every student must deal with the possibility that a crime may occur. Therefore, it is important that everyone take responsibility for his or her own safety.

Emergency telephones are tall, yellow call boxes and are strategically placed in high-traffic areas on our campus (as indicated on the University parking map). Study the location of these phones and become familiar with those areas in which you travel. If you are threatened or see anything suspicious, use a phone to contact campus police immediately. When you push the emergency button, you will be connected to the campus police dispatcher.

As part of our community policing initiatives, police officers conduct walking and bicycle patrol of specific areas of the campus and interact with the campus community. Look for these officers in your area and get to know them.

How you can support
• Encourage your student to engage in healthy habits, such as engaging in regular physical exercise, eating a balanced diet, getting enough sleep, establishing a routine, prioritizing tasks and trying not to overcommit themselves. These pointers will contribute to their success in and out of the classroom.
• Students can sign you and themselves up for Emergency Text Messaging.
• CU Safe Alerts inform of emergencies or disruption to campus services, such as class cancellations. CU Safe Alerts are sent to all @clemson.edu email addresses. They can also be sent as a text message to registered cell phones, so parents can also sign up through the student account.

To sign up:
• Student must log into Blackboard with their Clemson Username and password at bb.clemson.edu. Click on the red CU Safe Alerts (Rave Wireless) link in the section labeled CU Applications and websites.
• Register with the system using your @clemson.edu email address (note: Do not use the @g.clemson.edu, use the official @clemson.edu email address). Click on the “My Account” to edit your Mobile Contacts and add cell phone information.

Understanding Title IX
The federal government has recently challenged colleges
and universities to have better education and prevention of interpersonal violence including sexual violence. As a result, many institutions, including Clemson University, are implementing training for all faculty, staff and students related to understanding the Title IX laws.

Title IX laws have typically been associated with women's sports, but the laws are actually broader for gender equity. Title IX of the Educational Amendments of 1972 (amending the Higher Education Act of 1965) is a federal gender equity law that prohibits discrimination based on sex in education programs and activities that receive federal funding. Sexual harassment, which includes sexual violence and other forms of nonconsensual sexual misconduct, is a form of sex discrimination and is prohibited under this law. Title IX states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance ...” (20 U.S.C. section 1681).

Clemson University is committed to providing a higher education environment that is free from sexual discrimination.

All students will be required to complete an online Title IX educational course designed to minimize risks associated with alcohol, drugs, sexual violence and relationships using an advanced harm-reduction approach. Ongoing Title IX training will be available for all students to ensure knowledge of university policies, procedures and resources. Please see the Title IX website for information and resources on how to support your student who has experienced gender-based discrimination, sexual assault, relationship abuse or stalking: clemson.edu/title-ix.

RECREATION

Campus Recreation

Incorporating physical wellness into a student’s life is a great way for them to manage the emotions of academics and college life.

Fitness and Wellness

The fitness and wellness programs through Campus Recreation offer...
opportunities for your student to live an active, healthy and well-balanced lifestyle. Fitness classes are available for all skill and comfort levels. With everything from large group fitness classes to small group and personal training, we have many options to fit your student’s fitness and wellness needs. In addition, the Wellness Zone in the lobby of Fike Recreation Center provides a space to relax between classes and learn about campus resources to help them be well during their time at Clemson and beyond.

**CORE**

Clemson Outdoor Recreation and Education (CORE) provides your student the opportunity to enjoy various outdoor adventures in and around the Clemson area. CORE adventure trips are a great way for students to connect with their peers as they participate in exciting outdoor activities such as whitewater rafting, rock climbing, hiking, skiing and more! In addition to adventure trips, CORE’s rental program gives students access to the equipment and expertise they need to safely enjoy a range of outdoor activities around the Southeast.

**Intramural Sports**

The Intramural Sports program serves as a great social and competitive outlet for your student. Students can participate with their peers in various sport and event seasons and tournaments, all of which are free! Intramural Sports activities are designed to be inclusive for all Clemson students, regardless of skill level. Therefore, students can find an opportunity to participate whether they are looking for competitive leagues or more recreational events to relax and have fun with friends.

**Club Sports**

Sports give your student the option to join any of our over 30 student-led sport teams and to travel and compete against teams from other colleges and universities. Whether your student is looking to continue playing their favorite competitive sport (or learn a new one), Clemson’s Club Sports are a great way for your student to meet new friends and be active in a competitive environment.

**RECOGNIZING SIGNS OF CONCERN**

We hope that in learning about our many services on campus to support healthy living that you can be our partner to help prevent any issues for your student. The more people we can have staying alert and in tune to any signs or symptoms of concern, the better in keeping your student healthy — both mentally and physically. Below is a list of signs of concerning behaviors that will be beneficial to stay in tune with; some of which you may not see, but you may hear about when talking with your student. Keep in mind that many of these are common to the student’s experience. You want to look for a persistent pattern of behavior that is out of character for your student.

- Changes in sleep patterns
- Changes in eating patterns
- Increased frequency of headaches
- Being more irritable than usual
- Recurring colds and minor illnesses
- Frequent muscle aches and/or tightness
- Being more disorganized than usual
- Increased difficulty in getting things done
- Greater sense of persistent time pressure
- Increased frustration and anger
- Persistently sad, anxious, irritable or empty mood
- Loss of interest in previously enjoyable activities
- Withdrawal from friends and family
- Trouble sleeping or sleeping too much
- Fatigue and decreased energy
• Significant change in appetite and/or weight
• Overreaction to criticisms
• Feeling unable to meet expectations
• Difficulty concentrating, remembering details and making decisions
• Feelings of worthlessness, hopelessness or guilt
• Persistent physical symptoms such as headaches, digestive problems or chronic pain that do not respond to routine treatment
• Substance abuse problems
• Prescription or over-the-counter medication misuse
• Suicide attempts

How you can support
• If you have reason to suspect that your student’s wellbeing is in immediate danger, you can contact the Dean of Students’ Office.

Safety First
If your student is experiencing persistent psychological distress, suicidal thoughts or actions, hopelessness/helplessness, loss of touch with reality, substance abuse and/or aggression towards self or others, that may be considered a psychological emergency that requires you to act. Encourage them to go to CAPS where they will be seen for an emergency visit. If outside business hours, they can call CAPS counselor-on-call through CUPD at 864-656-2222. You may also contact the Dean of Students office or make a report to CUPD directly.
Clemson University houses two separate financial departments: Student Financial Aid and Student Financial Services. The Office of Student Financial Aid awards scholarships, grants, loans and work-study, and is available to answer questions regarding eligibility and applications, including the Free Application for Federal Student Aid (FAFSA). The Office of Student Financial Services is responsible for the University’s billing process and can assist families with inquiries about payment plans, payment methods, University charges and refunds. Both departments work closely with students and their families to provide the most up-to-date information and resources. We recommend that you visit each department’s website often for important deadlines and announcements.

**APPLYING FOR AID**

Need-based aid, such as grants, student loans and work-study, require the submission of the FAFSA. Each year, students and families should complete the FAFSA in order to secure aid for the next academic year. The FAFSA priority deadline is March 1 for incoming freshmen. Continuing students should renew the FAFSA annually by April 1.

For families who need additional assistance, applications for parent PLUS loans and private loans should be submitted annually by June 15.

In cooperation with the Office of Admissions, recruiting scholarships are awarded on the basis of the student’s admissions application, high school transcript and official test scores received by March 1. S.C. residents are considered for state merit-based scholarships, including the Palmetto Fellows, LIFE and Hope scholarships. Continuing students are automatically considered for general and departmental scholarships on the basis of their college work.

When financial aid is awarded, students will receive an email alerting them to view their awards in iROAR. Students must review and accept the terms and conditions of their awards before they are able to individually accept/decline their financial aid. Available funds will be credited to the student bill, except for work-study stipends, which are paid bi-weekly based on the hours worked.

**How you can support**

- Arrange for direct deposit of financial aid refunds and avoid handling large sums of cash.

**PAYING THE BILLS**

Final tuition rates are typically set in July before the fall semester. This is due to the fact that the Clemson University Board of Trustees approves the tuition and fees, and Clemson’s budget operates on a July to June term. It may seem late to estimate how much your bill will actually be, but Student Financial Services does the best they can to provide
estimates going into July using the previous year’s calculations.

Tuition and fees are based on the average costs for full-time students (12 or more credit hours per semester for undergraduates). Fees include all required charges for full-time enrollment plus average lab fees. This figure does not include differential fees, such as for the College of Business and Behavioral Science, or optional fees such as for the Calhoun Honors College. Books and supplies are based on a survey of student expenses for books and required course work material for all majors. These expenses will vary by major and by other factors (new/used, bookstore/online, hardcopy/electronic, purchase/rental). Room and board estimates are based on average bed costs for on-campus housing and the full-access meal plan. In addition to the costs outlined above, students will have varied personal, medical and transportation expenses. Consider the cost for trips home, laundry, toiletries and entertainment as you plan your finances.

The student bill will be available in iROAR in mid-July. A paper bill is not mailed. The bill must be paid by the payment deadline to avoid late fees and class cancellation.

eCheck is the University’s preferred method of payment and is offered at no additional processing fee. An eCheck is a direct draft from your checking account that is applied instantly to your tuition bill. The eCheck payment option is available in the Student Financial Services section in iROAR. A physical check may be turned in to the Student Financial Services office in G-08 Sikes Hall or by mail. The student’s Clemson ID number should be written on the check.

Credit cards are also accepted as a payment form via iROAR and are not accepted in person. We accept MasterCard, Discover, American Express and VISA. Note: There is a processing fee for each credit card payment. Payment Plans are available through iROAR and require monthly payments throughout the semester. Additional information is available on the Student Financial Services website.

529 College Savings Plans are accepted by Clemson University. Please ask your plan administrator to include the student’s Clemson ID number to ensure proper credit. Payments should be mailed to G-08 Sikes Hall and must arrive prior to the published payment deadline.

If your student has a S.C. Prepaid Plan, please submit a copy of the “South Carolina Tuition Prepaid Program Identification Card” to the Office of Student Financial Services as soon as possible. If your student has another state prepaid plan, please contact that state’s program administrator and complete the required forms to use the benefit at Clemson.

How you can support

• Discuss the proliferation of credit card offers. Consider adding the student to the parent’s credit card and setting a spending limit. If the student is ready to handle a personal credit card, discuss the importance of timely payments and building a strong credit score.

• Encourage responsible borrowing. Student loans play a valuable role in financing higher education, which is a worthy investment. However, students need to monitor their indebtedness, and borrow only enough to meet their educational and basic living expenses.

How you can support

• Stay informed! Ask your student to add you as an authorized user via iROAR. Authorized users are able to access the student’s tuition bill and make payments but are not authorized to access information such as financial aid or grades.

TEACHING HOW TO MANAGE PERSONAL FINANCES

College is a time for students to gain independence and to learn important life skills, including how to manage finances. Parents and students should discuss financial pitfalls and ways to avoid costly mistakes.
One of the most commonly asked questions during new student orientation is, “Does my student need a car?” That is a great question that we believe the answer is no. However, that is a personal decision for the student and your family. Clemson has created provisions for both decisions — having a car and not having a car.

**Having a Car**
If a student does have a car and they plan to park it on campus, they will need to register the car and purchase a permit through Parking and Transportation Services. There is an annual parking permit application process online. Permits are mailed to the address provided prior to the beginning of the academic year. Students can get a prorated parking permit if they bring their car for part of the academic year. The permits run Aug. to Aug., annually. Campus parking lots, spaces and zones are specifically marked for the appropriate parking permit.

**Not Having a Car**
There are several ways to get around campus without having a vehicle.

**GETTING AROUND**

**Bicycles** are an easy way to get around campus faster. Bike racks are available all over campus to secure bikes, and Campus Police provides a service to register bikes and engrave your information free of charge. All CAT buses are equipped to handle bicycles for further travel. Fike Recreation Center has CU Bike, which features bike rentals and a bike shop. Bike sharing will be available in Fall 2015.

**Car Sharing** is a program for people who are looking for an alternative method of transportation that can save time and money! The hybrid and low-emission vehicles are great for local errands and even road trips. Annual membership for the program is required, and fees are...
Clemson Area Transit (CAT) is a free public service. The CAT Bus provides a shuttle bus around campus and operates routes within the City of Clemson. Routes include area apartment complexes and grocery stores. Route times throughout the day and year vary. The CAT Bus posts their schedules on the website: cattbus.com.

Tiger Transit is used on campus in two ways. It is used for on-campus transportation from Lightsey Bridge to the Library and resident parking areas as well as a shuttle service to the Clemson Research Park in Anderson. Real time bus tracking is available through the my.Clemson app.

Tiger Transit is also a late-hour shuttle service, providing door-to-door rides from any location on Clemson’s campus. It operates seven days a week from 6 p.m. to 6 a.m. Students can request a ride by using the my.Clemson mobile app or by calling 864-656-3333. Real time bus tracking is available through the my.Clemson app.

Greenlink is a public service free for Clemson students. The Greenlink bus provides a shuttle bus from East Library Circle to CU-ICAR in Greenville as well as other Greenville campuses, including Patwood campus, University Center and Greenville One in downtown Greenville. Route times throughout the day and year vary. Saturday service is also available throughout the semester with transportation from Clemson’s main campus to downtown Greenville or the major shopping centers in Easley.

Gotcha Ride provides students, faculty and mobility impaired University members free rides in our fleet of 100 percent electric vehicles both day and night. Gotcha Ride operates Monday through Friday during the daytime hours and late-night up to 2:30 a.m. See @GotchaCU on Twitter for daily operating schedule.

Clemson Carpool
For students living off-campus, Parking and Transportation Services offers preferred parking for drivers with carpool permits. To get one, each member needs to show proof of their registered vehicle and matching class/work schedule at least four days a week. Carpool groups of three or more receive FREE parking permits.

GETTING HOME

RidePost® is a Web-based interface using a private network that empowers students to create a safe and social way to find rides with other verified Clemson members with similar commuting patterns. Users can find friends to share commutes to campus or one-time rides. RidePost helps you fill empty seats in your car while saving you money! Visit RidePost website to join clemson.ridepost.com.

Tiger Transit Holiday Airport Shuttles, offered by Parking and Transportation Services, are free and available for students around University holidays and breaks. Seats are booked on the Shuttles page on RidePost. Visit clemson.edu/parking for shuttle operating days and times.

If a seat on Tiger Transit is unavailable, third party providers are available. Both the Atlanta and Charlotte airports are approximately two hours from Clemson; the Greenville-Spartanburg International Airport (GSP) is approximately 45 minutes from Clemson. Visit clemson.edu/visitors/transportation.html for more information.
THE second YEAR
KEEPI NG UP YOUR
momentum

Now that your student has made it to their second year, things are a little different. School does not have the same new feeling it had the previous year, and he or she is probably experiencing a relatively lighter workload because they are finishing up their general education classes. Nevertheless, there is still work to be done. During the second year, encourage your student to start looking at career development options, on- and off-campus housing and transportation and organizations in which they can get involved. By tackling these subjects head-on, it is much more likely that they will not have to experience the "sophomore slump."

academic

STUDY ABROAD

Clemson University students are strongly encouraged to incorporate a study abroad experience into their overall Clemson Experience. Programs are available for all disciplines and interests. These include faculty-led programs and programs available through Clemson’s partnerships and affiliations with overseas universities and study abroad providers and institutions.

Nothing adds to your college experience like living and learning in a new and exciting global environment. Whether you go for a few weeks, semester or an entire year, the lessons you learn and the perspectives you discover from foreign study will stay with you long after graduation. Once you’ve decided you want to study abroad, you should talk with your academic adviser and with a study abroad adviser in our office.

It’s never too early to start planning for your study abroad trip. Come visit us during our interest session on the second day of Orientation or any time during your studies at Clemson.

Top Five Myths

1. Students Can’t Afford to Study Abroad
   Studying abroad does not have to break the bank! You can apply for a Clemson exchange program and pay Clemson in-state tuition and fees, even if you are an out-of-state student. Many scholarships, grants and loans can be used to study abroad, and there are specific study abroad scholarships available to students. Attend the Orientation interest session to find out more.

2. Students Won’t Graduate On Time If I Study Abroad
   You can study abroad and still graduate in four years. Whether you participate in an exchange program, faculty-led program or a third-party program, you will receive credit for your study abroad that can go toward your major or minor. Just make sure you plan ahead and meet with both your study abroad adviser and your academic adviser.

3. Students Need to Speak a Foreign Language
   You do not have to speak a foreign language to study abroad. We offer many programs taught in English that are located in countries whose native language is not English. Studying abroad can also be a great way for you to learn a foreign language, even if you start from the beginning.

4. Studying Abroad Won’t Work with My Student’s Major
   Studying abroad can fit the course work you need, no matter what your major. From engineering to education, there are programs designed for you, and you will receive academic credit for your experience. Be sure to explore your options early to fit a program into your course schedule. The Orientation interest session has many of these answers.

5. An Internship is Better for My Student’s Degree
   You can do both. Many programs offer internships abroad, and any study abroad experience will improve your résumé. In today’s global market place, international experience demonstrates your

CONTINUED ON NEXT PAGE...
ability to work independently and shows a level of communication, knowledge and leadership skills students cannot gain from staying on campus. So go and globalize your Clemson degree!

**CAREER DEVELOPMENT**

**Exploration of Career Interests**
As a parent, you may have always had a vision of your student’s future job and career. Sometimes, that vision does not play out in reality. Part of parenting a college student is letting them find their own path in career interests. During the first and second years of college, these are great times for students to start exploring those career interests. Fortunately, Clemson has an abundance of opportunities through cooperative education and internships.

**How you can support**
- Encourage your student to develop a résumé and make an appointment with a career counselor to critique the résumé.

**Center for Career and Professional Development**
The Center for Career and Professional Development offers a variety of services for students to find internship employment. In addition to providing counseling and resources that aid in the internship search process, part-time and full-time, zero-credit hour internship courses which are denoted on students’ academic transcripts are also available through the CCPD. The full-time INT courses also allow students to maintain their University enrollment status while interning. Students enrolled in the program must register for the appropriate course number (e.g. INT 1010, 1020, etc.) for each rotation to receive a grade of Pass or No Pass. Students pay a participation fee each academic term that coincides with an internship rotation.

**Cooperative Education Program**
The University’s Cooperative Education Program (Co-op) is an academic-engaged learning program that provides students with opportunities to learn and work under mentors in their fields of study. Companies in these co-op assignments, which involve more than one rotation, employ students full-time. Co-op assignments add a contextual dimension to the curriculum, and students are challenged to think critically and to solve problems creatively as they engage in projects within the work setting. Through this program, companies serve as teaching partners of the University, and the co-op experience becomes an integral part of the student’s education. The student’s experience is closely monitored by the program’s academic staff throughout his/her participation. Cooperative Education, as the term implies, represents a collaborative effort between the University and participating companies.

Students may qualify for the co-op program after satisfactorily completing 30 credit hours of coursework and declaring their major. Transfer students may qualify after one semester of coursework at the University. Students normally enter the program as sophomores or juniors and complete two to five rotations in a co-op assignment. Students should enter the program and begin the matching process in the semester prior to the one in which they want to do their first rotation.

**Internship Programs**
An internship is a form of experiential learning that integrates classroom knowledge with career-related work experience. This can be a vital link between college majors and the exploration of professional opportunities. Students are able to participate in a domestic internship on- or off-campus, as well as internationally. Specific requirements will vary depending on the type of internship and student’s major. Internships are typically offered for a specific period of time during the spring or fall semester (14–16) weeks or during the summer (10–14) weeks. Students are strongly advised to begin their search at least four-to-six months in advance. Students are also advised to attend a workshop, contact their department
or visit with a career counselor at the beginning of each semester.

**Departments/Majors**
Internships typically involve a structured project with a professional mentor that relates to a student’s major or career interests. Credit bearing internship courses may be available through a student’s academic college or department. Some majors may also require students to complete an internship as part of the curriculum. Further inquiries about departmental internship requirements should be directed to the specific department.

**UPIC**
The University Professional Internship and Co-op (UPIC) Program offers students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff as well as receive an internship notation on their transcript. Enrollment in the INT course is required for this program. In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled, matriculating undergraduate student in good standing. Student applications for future internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience.

**Creative Inquiry**
One of the aspects that makes Clemson University very unique compared to its peer institutions is Creative Inquiry (CI). CI is the imaginative combination of engaged learning and undergraduate research, and it is undergraduate research unique to Clemson University. Clemson is a research-intensive institution and undergraduate research is a key experience that puts Clemson University at such a prestigious rank. CI is available to any undergraduate student. Students take on problems that spring from their own curiosity, from a professor’s challenge or from the pressing needs of the world around them. Team-based investigations are led by a faculty mentor and typically span two-to-four semesters. Students take ownership of their projects and take the risks.
necessary to solve problems and get answers. Students often find themselves presenting their work at national conferences, fielding questions from professionals. This invaluable experience produces exceptional graduates. Our Creative Inquiry participants develop critical thinking skills, learn to solve problems as a team and hone their communication and presentation skills.

One of the best ways to start learning about Creative Inquiry projects happening in their field of study is simply by engaging with faculty members and asking what projects are happening. Projects can also be searched on the Creative Inquiry website. Additionally, students and faculty members can team up to apply and submit for new projects to be created. Topics and opportunities are boundless.

**SOPHOMORE SLUMP**

Yes, the sophomore slump is a thing. Your student’s first year in college is exciting! They are excited to come to college and start their journey as an adult. They are curious about what college is like, the new friends they will meet and having a fresh start. Sophomore year feels different, however. The first year of college, you have more attention on you and how you are doing. There is orientation, NSAPP notifications for grades, understanding from parent(s) and professors as you figure everything out. There is a bit more leniency as everyone understands you are still getting adjusted. Then, you hit your sophomore year. College no longer has the spark of “newness.” All of a sudden, people have higher expectations of you, you are supposed to know how to do everything and if you don’t you may feel ashamed to ask. At this point, you have started to see that a career is more reachable although it may feel like it is ions away. Classes start to get a bit more intense as your student has finished all of their entry-level courses and is starting to get into their major classes. After being home for the summer, they may have realized that their relationships at home have shifted and some are drifting away. Pretty much, there is a lot going on and often, people do not recognize this phenomenon.

As a parent(s) one of the best things you can do for your student is to recognize that this may be happening. Your student may feel ashamed at this point to reach out to you or someone at school for help. Your student most likely has to start making some more important decisions at school with internships, classes, involvement, etc. Talk to them and ask them about these things, as they may not bring them up. It may give them some confidence talking through them. The absolute best thing you can do for your student during this time is to listen. Listen to them as they confide in you, and provide encouragement with their decisions. Give them some leniency to feel confident.
Leadership

Hopefully, by the second year your student has found one or two clubs or organizations they are participating in. One way to link their involvement activity to gaining valuable career skills is by seeking a leadership position within the organization. Leadership skills is one area most employers are seeking out, yet is not always taught directly through class.

Leadership and Civic Engagement

Developing students to be capable and confident leaders who are able to take action to make positive, sustainable change has long been a priority of institutions of higher education in the U.S. In addition to developing students to be the leaders our world requires upon graduation, leadership development has a significant impact on the college student experience. Research indicates that increases in leadership development impact a college student’s self-efficacy, academic performance and personal development. At Clemson, there is a Universitywide focus on the development of student leaders, including both curricular and co-curricular leadership experiences. Some of these experiences include:

- **Women’s Leadership Major and Minor**
  An Academic Certificate in Leadership offered by the College of Health and Human Development, the Eugene T. Moore School of Education and the Division of Student Affairs.

- **Tigers’ L.E.A.D.**
  The Tigers’ L.E.A.D. (Leadership, Education, Action and Development) Program, a sequential three-year comprehensive program based on the Social Change Model of Leadership. The program involves workshops, community/organization involvement, community service and an adventurous weekend retreat.

- **LeaderShape®**
  LeaderShape® Institute is an intensive and transformative experience that seeks to produce a breakthrough in the leadership capacity of participants. The six-day experience is interactive and focused on action, but is also visionary and encourages creativity and big picture thinking. While LeaderShape® is a national experience, Clemson is fortunate to have a campus-based session available, meaning Clemson students attend with other Clemson students.

- **Women’s Leadership Conference**
  This annual conference builds capacity and efficacy in leadership, giving conference attendees knowledge about issues in women’s leadership and knowledge, skills and values to engage in the leadership process.

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moving off campus

The decision to move off campus may be easy (or hard) for your student to make, and as a family member, for you to support. We have attempted to outline some pros and cons to moving off campus, but recognize it may come down to some other very personal reasons you and/or your student choose to live on or off campus.

**PROS**

- **Independence** — When living in a residence hall, students must abide by certain policies that are established by the University for the safety and well-being of the residents. Living off campus provides freedom from some policies and allows students to set their own standards in line with community standards. Clemson students are held responsible to our community standards whether they live on or off campus!

- **Responsibility** — Signing a lease, paying rent and utilities, commuting to campus, cooking and cleaning will help students develop responsibility. This responsibility will also begin to build the student’s rental history, hopefully in a positive way.

- **Cost** — Depending on where students live in the surrounding area, sharing rent and utilities with several roommates and cooking for themselves may result in cost-savings.

- **Environment** — Students who live off campus often have non-student neighbors. This experience will provide students the opportunity to interact with many different types of people, such as working professionals, couples, families and the elderly.

- **Year-Round Housing** — If students plan to stay in the Clemson area over the summer to work or take classes, already having an apartment will make that process much easier as residence hall assignments change over the summer.

- **Quieter Atmosphere** — Being off campus sometimes allows for a quieter atmosphere with fewer distractions for studying, as opposed to a residence hall where friends may feel like they can drop by anytime to visit.

- **Space** — With an apartment comes more space, such as a larger bedroom or more storage space. Some students may feel more comfortable with more personal space and the ability to study in their bedroom.

**CONS**

- **More Responsibility** — Students will be responsible for paying bills on time, cooking for themselves and most likely will have to handle roommate conflicts without assistance. Forgetting to pay bills on time could negatively impact the student’s credit and rental history.
• **Cost** — There is the possibility that the cost of living off campus could equal to or be higher than the cost of living on campus. Students need to consider their portion of the rent, initial deposit, first and last month’s rent, cost of food, utilities, cable, Internet, furniture and appliances, laundry costs and transportation to and from campus.

• **Staying Connected** — Though the privacy of an apartment may be nice, students need to consider how isolated they may begin to feel without a community of students surrounding them. These students will have to work harder to stay engaged on campus and with friends once they move off campus.

• **Environment** — While living next to non-student residents can be beneficial, students must remember that these neighbors may be less tolerant of some college student behaviors. Students will have to be extremely mindful of who they live near.

• **Transportation** — Students will need to consider how they plan to travel to and from campus. They need to check the availability of public transportation to and from the University, look into purchasing a commuter parking pass, determine shuttle and bus routes and/or determine if their apartment is in reasonable walking distance from the University, as well as what time of day they will be making their commute.

This is a great learning opportunity for your student to gain some “real world” experience.

**How you can support**

• We can confidently guess that this may be the first time your student signs a lease for an apartment, or you may be signing a lease on behalf of your student. Either way, take the time to review the lease together.
THE third YEAR (and beyond)
PREPARING FOR THE future

After sophomore year, it is imperative that career development becomes a regular topic of discussion between you and your student. The closer they get to graduation, the more these conversations influence your student’s decisions regarding life after Clemson. While focusing on their professional lives after Clemson, continue encouraging your student to get and remain involved. These last years have the potential of making the most of your student’s college career!

career development

STARTING TO FOCUS ON THE JOB SEARCH

Hopefully, by now your student has been to the Center for Career and Professional Development (CCPD), but if they have not there is still time to visit them for valuable advice and support. There are several programs and services CCPD offers that support the student’s job search process.

Career Fairs
Career fairs are great ways for students to professionally network as they engage in their job search process. At Clemson, CCPD coordinates a variety of career fairs on an annual basis. Some fairs are larger in scope and cover a wide variety of majors, while other fairs are more focused on a specific industry. CCPD coordinates one large career fair each semester. In addition to career fairs, the CCPD plans several networking opportunities for different student populations and industries. Companies also host information sessions to specifically learn about their individual organization. CCPD’s website and the ClemsonJobLink feature all the amazing opportunities to engage with prospective employers.

Mock Interviews
Mock interviews are one service conducted in a career counseling appointment at CCPD. During mock interviews, students will submit their résumé in advance and a career counselor will ask general interview questions during the appointment time. Students get real world experience in answering the questions with

CONTINUED ON NEXT PAGE...
the added support of getting feedback from the counselor and guidance on answering different types of questions. This is one resource every student should take advantage of, no matter what industry they are entering!

**Graduate School Options**

Your student might be considering professional or graduate schools. CCPD suggests students ask a few reflective questions:

• What are the major reasons to attend graduate school?
• Does the student have a clear idea of the program or specialized area to pursue?
• Can the student start a career within their field with only a bachelor’s degree?
• Does the student want to spend more time in school?

These questions are valid because committing time and money to another degree is a big decision. CCPD is available through career counseling appointments to begin discussing the options as well as start to point the student into the direction of researching graduate or professional school options.

CCPD is also available to assist with the writing of curriculum vitae and personal statements for graduate and professional school admissions.

**How you can support**

• Encourage making an appointment with a career counselor at the CCPD. They can assist with advice, résumé critiquing, cover letter editing and learning to utilize job search tools.
• Encourage students to discuss career opportunities and plans with faculty and advisers, as well as any professionals in the field. Networking is the key to success!
• If you have a LinkedIn profile network with your student, by role modeling a professional online identity, your student will hopefully recognize the value in networking in this digital environment.
HOW TO STAY INVOLVED

At this point, your student should hopefully have figured college out and found their niche at Clemson. Your student could be in two very different places in terms of involvement. They may be at a point that they are no longer into the “fun” parts of college and are starting to think more seriously about their future OR your student may be ready to live it up for their last year(s) of college. There is no right or wrong here (as long as they aren’t living it up too much!). It is important that your student remains connected. You will probably see that your student may shift their priorities within an organization. They may take a leadership role or consider taking a back seat since they have “paid their time.” You also may see that your student completely shifts what they are involved in. They may have been very involved in their sorority and social life and now they may be focused more on their internship and academic groups that contribute to their major. At this point, your student is in a groove. They most likely do not want to be treated the same as when they started college. They want to be treated as an adult and would probably feel a bit insulted if they were questioned about things that, at this point, they would know. Help them to see past tunnel vision. So often we speak to students who are involved in an organization, let’s say the Glee club for example, and your student was in charge of the bake sale. A lot of the time they cannot transfer the skills they have learned to their adult life. They need to start conceptualizing the skills you have to put together a bake sale. Marketing, customer service, ability to count money, organize volunteers, be informed of school policies of reserving tables, chairs, etc. You get the point. Help them to think of the things they are doing in a way that they can see how it can directly affect their skill sets for their future careers. It may seem like simple things, but when you really sit down and conceptualize the process, your student will see that they have more experience than they think.

Be sure to remind them the balance of enjoying themselves while balancing the more important things they are doing as well. What they are doing now will make a difference in their future, but they also will never have the experience of college in this way ever again. Start having conversations with your student about what they are doing and how it will impact their future.

SUPPLEMENTAL READING AND SUPPORT

- Naked Roommate — College Parent Edition
- College Parent of America — blog posts
Clemson University knows such traditions. Steeped in its history as a military college and now as a major research university, Clemson has a unique essence that pervades its campus and the surrounding community. From the stories of old military days, to campus buildings, to the people who have made Clemson special, the traditions at Clemson University unite people forever.

John C. Calhoun
Calhoun moved to what is now called the city of Clemson in 1825 — and the blueprint for the region was forever changed. During his lifetime, Calhoun served in the South Carolina Legislature, the U.S. Congress and the Cabinet. He twice served as U.S. vice president, under John Quincy Adams and Andrew Jackson. It was Calhoun's estate which ultimately became Clemson University, after he left it to his daughter Anna Maria who then left it to her husband, Thomas Green Clemson.

Thomas Green Clemson
Recognized as the father of this extended family, Thomas Green Clemson had a great impact on our country's politics, serving as an ambassador to Belgium under four U.S. presidents and then as the first secretary of agriculture. It was after Clemson married into the Calhoun family that his true interests in agriculture grew. Together with his wife Anna, he began planning his vision for the creation of a “high seminary of learning.” Upon his death in 1888, he willed his estate and his fortune for the betterment of education in South Carolina.

Margaret Marie Snider
The military system of discipline was dropped in 1955, giving way to a new generation of coeducation at Clemson. The first full-time, degree-seeking women enrolled, with Margaret Snider being the first woman to earn a degree in 1957.

Harvey B. Gantt
Clemson achieved “integration with dignity” when its first African-American student, Harvey B. Gantt, enrolled in 1963. He earned his degree with honors in 1965 in architecture and went on to serve two terms as mayor of Charlotte, N.C.

Howard’s Rock
Named for legendary Coach Frank Howard, the rock was brought to Clemson from Death Valley, Calif., by 1919 alumnus S.C. Jones. The rock was first placed on a pedestal at the top of “The Hill” on Sept. 24, 1966. Before a game against Wake Forest on Sept. 23, 1967, Howard told his players that if they would give 110 percent, they could have the privilege of rubbing the rock. The Tigers won that game with a 23–6 victory. The white flint rock still sits at the top of “The Hill,” and Tiger football players rub it for good luck before each home game.

Running Down “The Hill”
Running down “The Hill” originally started out of practicality. Before the west stands were built, the football team dressed at Fike Field House and ran to the gate and down the hill onto the field. Today, with the sound of “YOUR CLEMSON TIGERS,” a cannon fires, the band plays “Tiger Rag,” and thousands of orange-clad fans cheer the moment when the Tiger football team runs down the grassy hill and onto the field. This tradition has been dubbed “the most exciting 25 seconds in college football.”

First Friday Parade
Since 1974, the First Friday Parade has been held the Friday afternoon before the first home football game to celebrate the new football season. Student floats move through campus down Highway 93 to Williamson Road before ending at Riggs field for a pep rally.
Orange, Purple and the Tiger
The use of orange and purple began when Walter Merritt Riggs formed Clemson’s first football team in 1896. Because Riggs came from Agricultural and Mechanical College of Alabama (later renamed Auburn), he borrowed ideas from their team colors, orange and purple, and their mascot, the Tiger. Although the football team was known as the Tigers and often used “Eat ‘Em Up, Tigers” as a slogan, it wasn’t until 1954 that a Clemson student donned the mascot suit. In 1993, the Tiger was joined by the Tiger Cub.

Clemson Ring
The first Clemson class rings were issued in 1896. The “C” surrounding a palmetto tree on a black background is one of the most recognizable of all college rings today. Copyrighted so that only Clemson alumni and students with more than 90 hours may have the honor of wearing it, the ring contains art elements representing the University’s land-grant and military heritages as well as the motto: “who shall separate us now?” Seniors may receive their rings from President Clements at a ring ceremony sponsored by the Clemson Alumni Association and the Student Alumni Association.

New Student Convocation Pin
Clemson students have officially begun their Clemson career upon receiving their new student convocation pin. This symbolic transition to Clemson is founded upon Clemson’s Core Values and marks the official start of a lifetime of pride and honor.

Military Heritage
Clemson University has a proud tradition of military excellence. Founded as a military school in 1889, Clemson built its reputation by consistently graduating well-prepared officers. Today, Clemson Army and Air Force ROTC cadets carry on the rich tradition of the historic Corps of Cadets. Clemson’s military spirit is commemorated through sites such as the Clemson Military Heritage Plaza, which overlooks Bowman Field, and features an array of ribbons and honors. It also features the footprints of brave service men and inscriptions from a variety of alumni classes.

The Tiger-Paw-Stamped Two-Dollar Bill
Clemson fans take a Tiger-Paw-stamped $2 bill to away games to show the economic impact that our fans have on a city.

Scroll of Honor
Beginning with its first freshman class in 1893, Clemson was a military college for 62 years. Then from 1955 until 1970, all freshmen and sophomores were required to participate in ROTC. Today, more than 300 students still participate in Military Science courses on a voluntary basis. Clemson University has a proud military tradition with more than 10,000 alumni who have served in the armed forces from the Spanish-American War through the current war on terrorism.

The Clemson Corps, a constituent group of the Alumni Association, has developed the Scroll of Honor to recognize those alumni who have given the ultimate sacrifice in service to their country. To date, 470 alumni have been identified. The Clemson Corps coordinated a Universitywide effort to construct a memorial to honor these heroes. The Scroll of Honor Memorial is located adjacent to the east gate of Memorial Stadium — across from Howard’s Rock.

You are encouraged to visit the Memorial to gain an appreciation for the sacrifice of these alumni. We ask that you enjoy the Memorial site but also ask that you help us maintain the dignity of the site with respectful consideration.

For more on the history and traditions at Clemson University, visit clemson.edu/about.
Clemson University recognizes that college can be a big transition for families and we want to help prepare you the best we can. We have come up with some great resources within the Clemson community and outside of the community that we have found helpful for families to be aware of. We recommend these books and social media outlets to help you understand the experience your student is going through while offering you a way to stay connected and appropriately involved throughout this exciting time!

BOOKS

• Letting Go: A Parent’s Guide to Understanding the College Years by Karen Levin Coburn and Madge Lawrence Treeger
• Making College Count by Patrick O’Brien
• You’re On Your Own (But I’m Here If You Need Me) by Marjorie Savage
• Preparing for College: Practical Advice for Students and Their Families by John F. Reardon, John J. Rooney and Katherine Haley Will
• Helicopters, Drill Sergeants & Consultants: Parenting Styles and the Messages They Send by Jim Fay
• The Prepared Parent Operational Manual by Marie Pinak Carr and her daughters
• The Naked Roommate’s First Year Survival Book by Harlan Cohan and Cynthia Jenkins

ONLINE RESOURCES

Clemson Facebook
Clemson University
Clemson University Division of Student Affairs
Clemson Dining Services
Harvey and Lucinda Gantt Center for Student Life
Clemson University Parking and Transportation Services
Clemson Home
iROAR Clemson University

Additional

College Parents of America
The Naked Roommate
College Parents
University Parents
Federal Student Aid
US Department of Education
Scholarship America

Clemson Twitter
Clemson Parents
Clemson Safety
Inside Clemson
Clemson Careers
Clemson University
Clemson President Dr. Jim Clements
Clemson Student Financial Aid

@ClemsonParents
@CUSafety
@InsideClemson
@ClemsonCareers
@ClemsonUniv
@ClemsonPrez
@ClemsonFinAid
ACADEMIC AND FINANCES

General Concerns
First contact: Academic Adviser
Second contact: Undergraduate Studies
E101 Martin Hall
864-656-3942

Tutoring/Supplemental Instruction and Academic Coaching
Class of ’56 Academic Success Center
864-656-6452; asc@clemson.edu

Office of the Registrar
102 Sikes Hall
864-656-2171; clemson.edu/registrar

Student Disability Services
Suite 239, Class of ’56 Academic Success Center
864-656-6848; sds-L@clemson.edu

Student Financial Aid
G-01 Sikes Hall
Phone: 864-656-2280; Fax: 864-656-1831
finaid@clemson.edu; clemson.edu/financial-aid

Student Financial Services
G-08 Sikes Hall
864-656-5592; studentbillquestions@clemson.edu
clemson.edu/finance/student-financials

University Library
864-656-3027; clemson.edu/library

UNIVERSITY HOUSING & DINING

The following is the usual protocol for residents who are experiencing a roommate conflict or concern on the hall. First contact: Resident Assistant on the floor; Second contact: Graduate Community Director or Community Director; Third contact: Assistant Director.

University Housing Main Office
200 Mell Hall
864-656-2295; housinginfo-L@clemson.edu

Housing Maintenance
864-656-5450; clemson.edu/housing-dining
(click on the maintenance quick link)

First Year Experience (FYE) and Fraternity and Sorority Housing
202 Mell Hall
864-656-4663

Dining Services Meal Plan Questions
200 Mell Hall
864-656-2295; clemson.edu/housing-dining

Nutritionist
nutrition@clemson.edu

HEALTH AND SAFETY

CU Police Department
864-656-2222; police@clemson.edu

CONTINUED ON NEXT PAGE...
Fire and Emergency Medical Services
864-656-2242; cufd-ems@clemson.edu

Dean of Students Office
202 Hendrix Student Center
864-656-0935

Mental Health and Counseling
864-656-2451
864-656-2222 (Mental Health emergencies after hours)

Sexual Assault/Relationship Violence
864-656-1294
864-656-2222 (after hour emergencies)

Student Health Services
General Info: 864-656-2233
Appointment line: 864-656-1541
clemson.edu/redfern

Community and Ethical Standards
912 University Union
864-656-0510

Office of Access and Equity/Title IX Coordination
864-656-3181

Municipal Court
G-01C University Union
864-656-5258

Special Situations, Extended Absences or Crisis
Dean of Students Office
202 Hendrix Student Center
864-656-0471

Parking and Transportation Services
G-01 University Union
864-656-2270; parking@clemson.edu

Clemson University Barnes & Noble Bookstore
864-656-2050; clemson.edu/bookstore

TigerOne Card Services
111 Hendrix Student Center
864-656-0763; tigerone-card@lists.clemson.edu

Student Mail Services (package delivery and pickup)
Ground floor, University Union
864-656-7720
Student Mailing Address
Student Name
CU Box # University Station
Clemson, SC 29632
Note: A student must register for a post office box in order to receive on-campus mail.

Athletic Ticket Office
864-656-2118; clemson.tigers.com

Campus Activities and Events Hub
Guest Services desk, second floor, Hendrix Student Center
864-656-4636; clemson.edu/student-affairs/cae

Fike Recreation Center
864-656-3453; clemson.edu/campusrec

HAVE A QUESTION BUT NOT SURE WHERE TO START OR WHERE TO SEND YOUR STUDENT? WE ARE HERE TO HELP!

Parent and Family Programs
Paige Kegley
pkegley@clemson.edu

New Student and Family Programs
902 University Union
864-656-0515; cufamilies@clemson.edu

Vice President for Student Affairs
Almeda R. Jacks, Ph.D.
864-656-2161; arogers@clemson.edu

Dean of Students Office
864-656-0471

Associate Vice President for Student Affairs and Dean of Campus Life
George N. Smith, Ph.D.
864-656-5827; smithg@clemson.edu

Associate Vice President and Executive Director of University Housing & Dining
Doug Hallenbeck, Ph.D.
864-656-1151; dhallen@clemson.edu

Associate Vice President and Executive Director of Campus Safety
Chief Johnson Link
864-656-7389; jwl@clemson.edu