Clemson’s Family Handbook is MOBILE!

View and download a digital version of the Family Handbook by visiting clemson.edu/orientation and clicking on the icon at the bottom of the page! This digital version includes everything found in the printed version, plus additional opportunities for you to engage online and through social media.
Dear Clemson Family Members,

Congratulations and welcome to the Clemson Family! By supporting your student through their college journey, you are just as much a part of the Clemson Family as your student. I hope you embrace the spirit of Clemson and take advantage of all we have to offer.

Over the next several years, your student will be presented with a myriad of opportunities and experiences as we prepare and empower them to make a difference. Through academic engagement and all that Clemson has to offer, we hope our students are able to achieve their personal and professional goals.

Clemson provides an array of resources to contribute to student success. I hope you will take time to familiarize yourself with the people, services and resources offered at Clemson University. Doing so will allow you to be an integral part of your student’s Clemson experience and allow you to provide 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 if a need arises.

Best wishes to you and your family for an amazing Clemson experience!

Sincerely,

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

This guide is divided into several sections including the first year through graduation. Each section will briefly talk about the college student experience and how each year will bring new growth through many different social and learning opportunities offered at the University. It also encompasses common topics we see at different times of the year. Most sections also feature 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 utilized as a resource during your student’s time at Clemson.

THE UNIVERSITY STRUCTURE

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

Student Affairs and Support Services
Outside of the academic units on campus, there are several units that provide support to students. If your student needs assistance, there may already be a defined path in place. The following are some of the main areas:

- Student Affairs — clemson.edu/studentaffairs
- Academic Affairs — clemson.edu/administration/provost
- Dean of Students — clemson.edu/studentaffairs/dean
- Advocacy and Success — clemson.edu/studentaffairs/advocacysuccess
- Undergraduate Studies — clemson.edu/administration/ugs
- Financial Aid — clemson.edu/financialaid
- Registrar — clemson.edu/registrar
- Student Financial Services — clemson.edu/finance/studentfinancials

The Role of Advocacy and Success
The Office of Advocacy and Success 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 work closely with other areas on campus to foster a sense of acceptance and inclusion for all students while providing care, support and advocacy for the entire Clemson community.

GENERAL UNIVERSITY INFORMATION

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 the progression in their curriculum through graduation. Further, protocols related to students’ rights, responsibilities and conduct are found in the Student Handbook.

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

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

- Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being 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 misconduct occurs. 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, they may be separated from the University.

**Understanding Federal Law and What that Means for Your Student**
It is important to Clemson University to partner with families throughout the entire collegiate experience. We value this connection and put considerable time into providing support and offering one-on-one conversations for families. One thing consistently challenging for both families and staff are laws that limit our ability to share information with parents about their student(s).

**FERPA: Taking the Law Into Account**
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 Student Health Services health records (both medical and counseling records).
FERPA assures your student complete privacy of their health information. Keep in mind this covers both general medical information as well as Counseling and Psychological Services visits. Health record information is disclosed only when a specific release of information is signed by the student. The only exceptions you will see are for health and safety emergencies.

**Points of Contact**
An encompassing list of University contacts is available on the back inside cover of this booklet. Please contact us if you need assistance or more information. The following are a few additional sites that may be helpful:

- FERPA — clemson.edu/registrar/ferpa/ferpa.htm
- Advocacy and Success — clemson.edu/studentaffairs/advocacysuccess
- Student Handbook — clemson.edu/studentaffairs/studenthandbook

### How You Can Support

Taking the FERPA law into account, the University understands it is not ideal for a parent or family member trying to support their student not to know what is going on academically or health-wise with their student. We know it can be incredibly frustrating, but to put it simply, it is the law and we are obligated to abide by it. This is a different stage of life for your family — students are becoming adults, and parents and family members are learning to trust their students to make good decisions. By giving your student your encouragement and support, they will be more likely to be honest, make good decisions and find success during their time in college.

### THE STUDENT DEVELOPMENTAL EXPERIENCE

College is a transformational experience in a student’s life. It is a time to explore interests, try new things, learn about life and study a specific academic field. As someone who is close to your student, we recognize you are a pivotal partner in helping them make good decisions, and we want to provide you with some guidance we have seen work through experience. We also want to be open and honest with you about any challenges in your student’s time at Clemson.

While college may seem like a blend of studying and socializing, there is a critical developmental process going on in all aspects of a student’s experience. 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 notice bigger changes such as living on their own (with a roommate and sharing a bathroom), making their own decisions, advocating for themselves and working their way through discovering their personal unique identity and value system.

**PARENT TESTIMONIAL**

“The relationship between my daughter and I remained the same. She and I have always been close, and although the distance has been a barrier for us, we continue to talk daily, just touching base. The greatest change is that she is more independent and responsible. Before her departure, Mom did it all. Her leaving has brought about a newly found growth she wouldn’t have experienced if she was still at home.”

Beverly Riley
Chester, S.C.
Movies and TV shows have made college appear to be happy and fun all of the time. Yes, college can be incredibly fun, and it can be the best years of your life, but that is not always the case. What if your student isn’t compatible with their roommate? What if your student was in the top of their class in high school and they fail an assignment? 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.

College can be uncomfortable, but outside of comfort zones is where the education takes place outside of the classroom. There is a lot of change happening, and most students don’t think about these changes before they arrive to campus. The feelings of discomfort are a good sign because it means they are learning, and much of the discomfort stems from the fact they are gaining new life experiences. The things they encounter 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 accomplishments and soothed the sting of disappointments. No matter what your student’s experience has been, your involvement has played a part in getting them to this point. You’ve raised a student whose record has earned a place in one of the top-five percent of U.S. public universities. We often hear from families who sometimes find it challenging to support their student, while also giving them the freedom to make their own choices. We are often asked, “Now, what do I do?” The answer: do what you’ve always done — you may just do it a little differently. We have compiled a list of tips we have identified as beneficial in aiding the transition from high school to college.

You’re the Coach, and Your Student is the Player

As students cope with their new college lives, they need to know their parents and families are there for them as much as ever. At the same time, while you may have actively managed details of your student’s life before,
it is time to let them take over. Your role should now be that of a coach, encouraging and supporting your student to play their 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” first-year moments. Students often need an outlet to unload their concerns and emotions, and once they’ve expressed their fears, there is a good chance their worries will subside. However, staying cognizant of the frequency of the calls and texts home will help if it 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 talk them through a problem or concern, and allow them to come up with what decisions or next steps they want to take. You know them best, so you are their best advocate and resource for success. Times when you can listen and encourage your student to handle challenges on their own, or utilize campus services, are times they are gaining valuable life skills and learning to be an adult.

**Use Resources**
Familiarize yourself with everything available to your student at Clemson. The more you know, the more you can coach your student. By knowing the campus resources and services, you can encourage them where to begin taking action once they’ve made a decision. When they call home with concerns or even successes, you can help them move along in their academic and personal paths, or encourage them to seek support. The Parents Council calendar has many tips, dates, deadlines and contact information you can use to help guide your student forward. You can also stay up-to-date with campus events and activities by reading the Clemson Family Press e-newsletters sent once a month, with the exception of May and June, or by checking the University master calendar: calendar.clemson.edu.

**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 will help them to feel comfortable when talking to you about their college experience.


There are frequent calls, texts and Snapchats early, and as they make friends, you need to be prepared for less communication. We established expectations early on communication, and they are pretty good about it. After that first semester, and certainly after the first year, communication normalizes again. The visits to Clemson are always a blast, with plenty to do, including just relaxing and enjoying each other’s company. The visits home always seem too short and too far apart. You can’t wait until summer comes. Another news flash. By the second year and probably the third year, the return home for summer has ended. They find jobs. They intern. Their roommates stay in Clemson. They fall in love.

Then you do what we did — we moved from New York to Greenville and now we are around an hour away!

They will always be your children. Enjoy every second.”

Patricia and Michael Moran
Greenville, S.C.
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 how Clemson assists students through the process.

KEYS TO THEIR SUCCESS

At Clemson, we have found the following four practices are key strategies for persistence through higher education and academic performance:

Go to Class!
Today, so many high schools have different attendance policies; therefore, it is easy to see why students 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 they have been going to class.
• Ask about their classes.
• If you have concerns, contact the Office of Advocacy and Success.

Time Management
Time management is something students constantly experience throughout their time in college. 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 — and all of this, 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 requires roughly 40 hours a week. An average course load is 15 hours per semester, so you could look at it this way:

• 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

How You Can Support
• Encourage your student to start a schedule to use on the weekdays, allowing time to work between classes.
• If your student is struggling, have conversations with them about their schedule and how they are balancing their social and academic life.
Communication with Faculty
At Clemson, we have found that faculty-student interactions significantly support academic success and performance. Faculty are excited about their field of study and want to engage students in that field. Faculty also administer the grades each semester, so a student who takes their time to get to know their faculty member will stand out and become known to them. Here are a few more things to keep in mind:

- Faculty members have office hours — encourage your student to go
- As a student gets to know a faculty member, it will be easier to ask for help if trouble is encountered
- Many residential communities have strong faculty connections through a faculty-in-residence or faculty friends. Encourage your student to connect with them, and to seek out guidance from the faculty perspective

In Trouble? Seek Help Early!
One of the best ways to combat getting into trouble with grades is by asking for help as early as possible. Encouraging your student to seek help will not only help in their classroom experience, but likely in their personal life as well. There are many places to look for help at Clemson: Resident Assistants (RAs), academic advisers, faculty members, Student Affairs staff members and Counseling and Psychological Services counselors, among others. There is help all across campus. The best place to start is by encouraging your student to seek help from someone if they need it.

ACADEMIC SUPPORT

Dr. Ted G. Westmoreland Academic Success Program
During their first semester of enrollment at Clemson, students may find the academic expectations and rigor at Clemson to be higher than they expected. The Class of ’56 Academic Success Center (ASC) building, located just behind Cooper Library, is home to the Dr. Ted G. Westmoreland Academic Success Program and features FREE comprehensive academic programs designed for student success. These programs, offered to all undergraduate students, include Supplemental Instruction (SI) sessions, tutoring, cross-college academic advising and coaching, academic counseling and academic strategy workshops. 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 their peers through the course material throughout the semester. SI leaders are trained to integrate course content (what to learn) and study strategies (how to learn) into the SI sessions. The SI leaders also help students organize class material, compare notes, discuss difficult concepts, develop strategies for studying the subject and prepare for upcoming tests. SI leaders do not lecture, re-teach or tutor the material. SI is intended to

PARENT TESTIMONIAL

“Encourage your student to develop relationships with their professors and/or adviser. This has made a HUGE difference for our senior! Let them know professors welcome those relationships, but most of the time, it must be student-initiated. Our senior had to overcome the natural tendency to be intimidated by the professor and take the first step to send an email or make an appointment. The relationships she has developed as a result have made her college experience so much richer.”

Rhonda Barinowski
North Augusta, S.C.
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
- Civil Engineering 2010
- Mechanical Engineering 2010
- Biological Sciences 2220/2230
- Chemistry 1010/1020, 2230/2240
- Math Sciences 1020, 1040, 1060, 1070, 1080, 2070
- Physics 1220, 2070

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 empowering 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 (clemson.edu/asc) 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 ASC website. The Pencasts show tutors working out some of the difficult problems or concepts 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 performances 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. They can help students identify their strengths and challenges, set realistic and attainable goals, identify decision-making skills, exploration strategies for choosing a major, and develop and enhance their study and self-management skills. Academic advisers and coaching specialists seek to help students grow their talents and abilities. Depending on a student’s needs, individualized advising and coaching appointments usually last 30 minutes to one hour, and 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 can determine effective ways of learning and retaining course material and develop 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 during 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 given each semester.

1. All ASC services are free of charge, so students do not have to pay any additional fees for using ASC services.
2. Using ASC services helps students succeed at Clemson; nearly 60 percent of the students who use the ASC have a 3.0 or higher GPA.
3. Using ASC services helps students keep their scholarships; students who use ASC services keep their scholarships at higher rates than students who do not use ASC services.
4. Using ASC services helps students attain their goal of earning a Clemson degree; students who use ASC services graduate at higher rates than students who do not use ASC services.
5. The ASC has great jobs for students; the ASC employs more than 200 students for leadership roles.

For more information, visit: clemson.edu/asc.

UNDERSTANDING COLLEGE ACADEMICS

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. first year, 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 the following summer and fall terms.
Registration dates can be found on the academic calendar. Each student is assigned a specific time and date, which will be determined when iROAR — Clemson’s Student Information System site, where students can view their personal, financial and academic information — is set to open 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 approximately one month in advance of open registration. If this doesn’t happen, the student should contact their adviser to find out about their specific advising date and time. For more information, visit: clemson.edu/academics/advising.

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 advising appointments. Here are a few terms or phrases to know for registration:

- **Last day to register or add**
  This denotes the 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 a class is dropped, it is never seen on the transcript. If the class is properly withdrawn by the last day to drop without a W, no grade calculation or grade point is impacted.

- **Last day to drop a class or withdraw from University without final grades**
  Dropping a class after the last day to drop will result in a “W” noted on the transcript with the course title, but no grade calculation will be completed.

Bill Paying Deadlines
There are separate deadlines outside the academic calendar that need to be adhered to — such as submitting a student’s payment of tuition and fees. It is vital to meet these deadlines so no late fees are incurred and no classes are dropped from their schedule. Please see the financial section on page 35 for more in-depth information on college finances and financial deadlines.

**PARENT TESTIMONIAL**

“When our son transitioned from high school to Clemson, it was a big adjustment academically. He had always been an A-student in high school, but coming to Clemson, he realized he would have to work much harder. He realized early on he would need to get additional assistance. Clemson was great in providing the tools he needed to be successful. The Academic Success Center was especially helpful because he was assigned an academic coach, who met with him each week to make sure he was meeting the goals he had set for himself. He also had numerous tutoring sessions available to him to help in the classes he found most difficult. As a resident in Lever Hall, he had even more resources available to him. His academic adviser’s office was located in the building, and he was always available if he needed advice on his classes. Clemson has done a great job in providing the resources our son needed to be successful his first year.”

Ida Brown
Fayette, Ga.
ACADEMIC POLICIES

While academic policies are items for students to know, we want to give you the information first-hand for you to help guide your student in the right direction as conversations arise. You can find academic policies posted in 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 or family member, here are a few common policies you should be aware of:

Academic Forgiveness
The Academic Forgiveness Policy (AFP) allows a student enrolled after fall 2003 to eliminate up to three courses from the grade point average (GPA) calculation in which a D or F was earned. Students enrolled prior to fall 2013, who were under the former Academic Redemption Policy, will be allowed academic forgiveness on a modified scale. Detailed information is available at clemson.edu/registrar. 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 with a C or above 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 only apply 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.
- After the AFP is approved for a course, it cannot be retracted.

Academic Probation
Students who fail to maintain a cumulative GPA 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 each of the sessions. The length

EARLY WARNING

The New Student Academic Progress Program (NSAPP) takes place in the fall of each academic year for first-time students 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

(CONTINUED ON PAGE 17)
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 be matched 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.

GENERAL ACADEMIC INFORMATION

Choosing and Declaring a Major
When your student applied to Clemson, they may have selected a major. Some majors are broad and concentrations do not need to be selected until they progress and get basic coursework completed. Other majors are more specific in their expectations, which will vary depending on each academic department and its 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. This process requires paperwork and signatures.

Changing a Major
A student wishing to change their major should consult the Undergraduate Announcements 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, while some majors also 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 to 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. For more information about academic policies, visit: clemson.edu/registrar.

How You Can Support
Keep in mind, October through early November and March through early April are advisers’ busiest times. If a student is interested in changing a major, seek an advising appointment BEFORE these busy times.
Tools to Help Make Decisions About Career Paths

The Center for Career and Professional Development (CCPD) is an office students can utilize for the duration of their time at Clemson. They are often accessed just near the end of the college career, when students are thinking about job placement; yet, CCPD has many tools and opportunities for those 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. They can also begin developing a working copy of their résumé by attending a workshop through CCPD.

Encourage your student to schedule an appointment with CCPD and start the career development process. In fact, CCPD has developed a four-year career planning checklist geared toward parents and families. The checklist includes the student’s and parents/families’ roles and how CCPD supports those processes. For more information, visit: clemson.edu/career.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility 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 environments compliant 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 Accessibility staff as early as possible, preferably prior to the first day of classes. Current
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 there are unique challenges many new transfer students face as they begin their first semester.

Transfer students may find they must learn a new campus again: where the academic buildings are; where the closest dining hall is located; where they should park and what the parking rules are on campus. We find that our transfer students tend to apply navigational skills they learned from their previous institution to their new institution. This can sometimes bring added stress, as the new campus has an entirely different culture and process. Additionally, transfer students must learn to navigate their new environment through communication and information received. Clemson may have some systems in place similar to other institutions, 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 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 on OrgSync to find clubs and groups they are interested in joining or learning more about.

New transfer students may also experience a change in academic expectations and rigor when they enroll at Clemson. As a top-25 public tier one 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 stress or simply not feeling like they are fitting in. We encourage you to keep the lines of communication open and discuss things with your student frequently. Parents can assist their students by helping them understand transition as a temporary state; once the student has been in classes and has begun to meet other students, they will rapidly feel they are truly part of the Clemson Family.

PARENT TESTIMONIAL

“...It is extremely important for incoming freshmen to get ‘plugged in’ to Clemson. Living-learning communities are an important way to get connected and meet people with similar interests. Our daughter was part of the Calhoun Honors Living-Learning Community and was able to make friends right away and participate in a variety of activities such as intramural sports, socials and study breaks. She also attended ‘Tiger Prowl,’ which gives students a chance to connect with clubs and groups that might interest them.”

Drew and Caroline Czerkawski
North Wilkesboro, N.C.

GETTING INVOLVED ON CAMPUS

The student’s success in the classroom is often supported by the environment and their engagement outside the classroom. Campus life is bustling with activities, opportunities and plenty of great experiences! Between the residence halls, student organizations, activities and events, students can learn about themselves and others, which will contribute to their overall growth and development during the first year.

We are sure your student has 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 finding their niche will help them feel part of the community. 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.

The easiest way to find opportunities to get involved often happen early in the semester. We recommend you encourage your student to attend TigerProwl (the Clemson clubs and organizations fair) in their first week
at Clemson. Students who are involved are generally much happier. The students who are involved make friends with common interests and also have the opportunity to meet upperclassmen, who can help them navigate the college experience. It also helps with time management, offers leadership opportunities and provides a staff or faculty member adviser they can utilize as a potential recommendation one day. Clubs and organizations are thrilled to have people interested in what they do and to have their membership grow.

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, on-campus employment or internships, study abroad, campus intramurals, campus outdoors groups and more. There are many opportunities for your student to find their fit. Find out more about how to get involved on Clemson’s campus at clemson.edu/campus-life/activities-events.

Tiger Quest
Tiger Quest is an initiative designed to give students one-on-one peer consultations to help navigate their involvement journey at Clemson University. Tiger Quest consultants are trained student leaders who provide knowledge of different involvement opportunities, resources and student organizations. In addition, Tiger Quest Buddies are students who are looking to connect with others while helping with the initial steps of the involvement journey. Tiger Quest consultants cover a range of involvement opportunities in their consultations, help students create an involvement plan and include supportive follow-up. Make your consultation with one of our Tiger Quest consultants by emailing tquest@clemson.edu.

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 is an upperclassman, undergraduate student employed by University Housing & Dining, who lives in a specific residential community. RAs live and work in residence halls, suites and 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 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.

PARENT TESTIMONIAL

“This has been really a smooth transition for her since she has a beautiful personality and never meets strangers. In addition to her personality, the Peer Snap and Connections organizations contributed to the smooth transition. She connected immediately to some of her peers and has been well on her way to exploring college life. It has been really easy for her to adjust.”

Beverly Riley
Chester, S.C.
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. RAs support students’ academic success, encourage life-long learning, help students connect to Clemson and provide opportunities for students to give back at Clemson and beyond.

As upperclass students, RAs have had a variety of experiences at Clemson. RAs are also provided with in-depth training that makes them 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 them to connect students to specific resources and to help shape their overall Clemson experience. Students should get to know their 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 within 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 existing outside of the classroom. The intent is to engage with residents as individuals and connect them to campus life and all it has to offer. 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

Usually, a 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 you end up in one another’s weddings. The second perception may be from the stories told by someone else, who 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, roommate living probably falls in between these two scenarios. At Orientation each year, we ask our students how many of them have ever had roommates, and the majority share that they have never had a roommate, or even had to share a bathroom. 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. Relationships take time to establish, and it is realistic to think they may have some disagreements about things. They will most likely have very different ways of doing things. 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 in figuring out how to get through these areas of conflict, and encourage them to work on these exciting times ahead.

For more information about living and dining on campus, visit: clemson.edu/housing-dining.

PARENT TESTIMONIAL

“Our son’s freshman roommate experience has been less than optimal. Basically, they are both quiet and therefore, they go days and weeks without speaking. This created a lonely environment in which to live. Their relationship is not hostile, but it is definitely not good. We have coached, advised and even pleaded with our son to be the initiator, but he is hesitant to do so. As much as we have wanted to ‘come to the rescue,’ we realize there are life lessons being learned and character and maturity being forged in this difficult experience. Part of growing up is learning to deal with people and navigating relationship issues.”

Rhonda Barinowski
North Augusta, S.C.
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. For more information, visit: clemson.edu/campusrec.

Fitness and Wellness
Fitness and wellness programs available 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

How You Can Support

• Encourage your student to attend on-campus events, go see a movie or eat meals with their roommate. By setting aside time to spend with one another, they will begin to understand each other better.
• Encourage open-mindedness in your student and their roommate relationship. They can learn a lot from someone whose background, culture, values and interests are different from their own.
• Advise your student to communicate expectations and avoid frustration. They should 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 a 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. Students should speak openly and honestly about concerns and not let potential problems build up. 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, spending a lot of time together takes adjustment. 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 when important events (papers, projects, tests) are coming up.
• 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 Living staff members are available to assist you.
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 or against their peers in various sports and event seasons and tournaments! 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**

Club Sports give your student the option to join any of our more than 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.

**HEALTH AND WELLNESS**

Encourage your student to create 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, midterms and final exams, and it’s important that your student is physically and emotionally prepared.

There are many resources on campus that can help your student make healthy choices. Students can stay active by engaging in Campus

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PARENT TESTIMONIAL

“Our son went on the CORE (Clemson Outdoor Recreation and Education) skiing trip to Steamboat Springs, Colo., at the beginning of the winter break. He has always enjoyed winter sports and met a different group of people, including some international students. He has been engaged in working with a faculty adviser to start a Clemson Snow Sports Club. This trip with CORE was a very positive experience and allowed him to meet some students he might not have encountered otherwise. CORE has been a great place for him to get involved in combining a lifelong interest with meeting people and building relationships.”

Laura O’Connell
Greenville, S.C.
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.

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 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 determined by the initial assessment of the student.

**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 of facing 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 a college student 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. Research also shows that families can have a significant influence on their student’s alcohol decisions. We encourage you to engage your student in regular, open conversations about alcohol and other drug use.

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 and other drug use. Families can inquire about campus alcohol policies, stay in communication with their students and ask questions about roommates and weekend activities. Discuss the penalties for underage drinking as well as how alcohol use can be related to sexual assault, violence and poor academic performance. It’s important to not only talk to them prior to their arrival on campus, but also continue after they have moved in.

In the event that your student begins to engage in problematic behavior, Assessment, Consequences, Training and Transitions (ACTT), the substance abuse program through Counseling and Psychological Services, can provide appropriate services. Services include psychoeducational groups for alcohol misuse, therapy groups for marijuana use and for other addictions. In addition, students may need to participate in individual therapy to address alcohol and other drug use. The aim is to help students increase self-understanding and assist them with moving toward a healthy lifestyle.
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 visit Clemson’s alcohol and other drugs informational website, which contains resources for students and families: clemson.edu/alcohol.

Student Health Services (SHS)
One of the things that contributes most to college success is staying healthy. Student Health Services’ staff specializes in treating college students, and is here to help students manage their health so 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 or managing medications, stress and anxiety, students can learn to take an active role in their health care with the goal of lifelong health and wellness.

Medical Services
Student Health Services 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. SHS is staffed with eight board-certified physicians and nurse practitioners as well as many other committed health care personnel. Students are encouraged to call the appointment line (864-656-1541) to schedule appointments with one of SHS’s physicians or nurse practitioners. Calling early in the day helps ensure an appointment time that is convenient for class and work schedules.

Parent Testimonial
“OUR son developed pneumonia during his first semester. It was difficult being away from home, but he utilized the services provided from Student Health Services at Redfern Health Center. They were able to diagnose him very quickly and give him the medications he needed to get better. As a parent, it was comforting to know the facility was on campus and there were able treat him so quickly.”

Ida Brown
Fayette, Ga.
Mental Health

Given that leaving home and entering the new educational environment can be a time of transition, paying attention to your student’s mental health is important. Responding to this time of change with some anxiety and low mood is very normal. Most students rise up to the challenge and, with your support and encouragement, they can regain their balance. However, it is when the anxiety and low mood becomes significant that the situation requires more attention.

Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues. When appropriate, CAPS offers online treatment for anxiety and depression. These are two distinct, seven-module series a student can complete from the comfort of their room (one module per week). They can then connect online for a weekly, brief videoconferencing session with their counselor to check on how they are doing and review their progress. Some students prefer the face-to-face instruction, and CAPS offers three types of workshops: anxiety management, depression and sleep. Sleep often gets disrupted when students leave the structure of home and enter communal living. These are structured workshops where students learn skills and leave the session with plans to practice these skills.

The group therapy model is an ideal form of therapy for students, helping students within a social setting. The most intense form of therapy that CAPS offers is Dialectical Behavior Therapy (DBT). It requires two-and-a-half hours/week in DBT learning skills classes and individual sessions. As much as therapeutically possible, CAPS involves the parents as we collaborate to enhance the mental health of the student. Which service is the optimal treatment for each student hinges on the Individual Assessment, a diagnostic interview conducted at the initial point of contact. Students can access care with the CAPS walk-in clinic that operates from 10 a.m.–2:30 p.m., Monday–Friday. It runs on a first-come, first-served basis and a student can plan on one and a half hours for this initial assessment. The student walks out of this initial assessment with a plan for services. Redfern Health Center is open for operation weekdays, 8 a.m.–5 p.m., except on Wednesdays when Redfern opens at 9 a.m. However, they schedule many of the groups after 5 p.m. in order to accommodate students’ needs. Given that some mental health needs also require medication, CAPS works collaboratively
with Medical Services for medication management. CAPS also provides psychiatric services.

**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 two 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.

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**
We strive for Clemson University to be a national model of health, safety and sustainability and for our students to experience a way of life at Clemson University that contributes to their lifelong health and well-being. 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, anxiety, body image, building social connections, depression, eating disorders, fitness, interpersonal violence, mental health, nutrition, safety on social media, sexual health, sleep, stress, sustainability, tobacco and other health-related topics. Healthy Campus also coordinates Aspire to Be Well, a peer-led health and safety-focused dialogue presented by Healthy Campus facilitators. This 70-minute dialogue covers areas key to maintaining a safe campus including alcohol and other drug misuse prevention, mental health and suicide prevention, and interpersonal violence prevention, while focusing on bystander intervention.

**STUDENT TESTIMONIAL**
“\[Anonymous\]
“\[Anonymous\]“I was very pleased that the people running Aspire touched on depression, anxiety and suicidal tendencies. I’ve noticed a lot of people my age don’t really understand depression/anxiety and think that suicide is a joke, and it’s definitely not a joking matter. I’m hoping that everyone who takes Aspire will take into consideration the valuable information that was provided and possibly help save someone’s life.”

**How You Can Support**
Encourage your student to follow Healthy Campus on social media and visit the Healthy Campus website — [clemson.edu/healthy-campus](http://clemson.edu/healthy-campus) — for great resources, information and tips on health and wellness!
Encouraging Emotional Wellness

Help your student overcome, recover and draw strength from difficult situations. “Resilience skills can help students not just get through college, but actually thrive and flourish while doing it,” said Paula Davis-Laack, who designs resilience training programs for professionals and organizations. “Resilience skills bring out the best qualities in a person and activate desirable behaviors. Resilient students can tolerate change, stress, uncertainty and other types of adversity more effectively. They are less likely to experience setbacks and diminished work/school performance, ‘learned helplessness’ and other problems.”

“Resilience has been very conclusively shown to be a bundle of skills that everyone can learn, develop and practice. One of the leading researchers calls resilience ‘ordinary magic,’ because it doesn’t require anything fancy or sophisticated to build,” said Davis-Laack. External supports matter too, including, “the capacity of the institution to create opportunities for students to succeed,” said Ungar.

What Builds Resilience?

- Hanging in through a challenge
- Learning from experience
- Strong relationships
- Seeing a current situation as a turning point
- Humor and realistic optimism
- Appropriate environmental support

Protective Factors for Resilience

- Supportive, nurturing parents or other adults
- Stable housing and income
- Regular physical activity
- Mindfulness meditation
- Access to religious or faith-based services
- Access to health care
- Strong social relationships and positive peer influences and mentors
- Personal characteristics such as social skills, problem-solving abilities, autonomy and sense of purpose
- Community programs, such as after-school activities

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 bills.

Pharmacy

Our full-service pharmacy, staffed by experienced, licensed pharmacists and technicians, fills prescriptions from both Student Health Services 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 services offered by Student Health Services including:
professional services of physicians, nurse practitioners, nurses and health promotion professionals at no additional cost; Counseling and Psychological Services: individual, couples, and group sessions, workshops, online treatment programs, case management and crisis intervention; reduced cost on pharmaceuticals, immunizations, laboratory and X-ray services; after-hours nurse line, secondary urgent-care insurance benefit that pays up to $500 per incident for expenses incurred in the treatment of emergency accidental injury that occurs when Redfern Health Center is closed or if a student is more than 30 miles from Redfern Health Center; health and wellness promotion and prevention programs, presentations and resources from Healthy Campus, surveillance and reporting of infectious disease threats; emergency planning and response, campus public health policy consultation. 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/studenthealth.

Don’t be concerned if your sick student comes to Redfern Health Center without a credit card. Although payment is expected at the time of service, no enrolled student is denied service if they 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, we have found that to be a myth and the actual weight gain is only five to eight pounds the first year of college. 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 healthy food and dining programs that make it easy for them to eat right.

For more information about Student Health Services, visit: clemson.edu/studenthealth or clemson.edu/healthycampus.
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. The Clemson University Police Department (CUPD) 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. CUPD registers bicycles and offers engraving tools without charge. Unfortunately, there is always a possibility crime may occur. Therefore, it is important that everyone take responsibility for their 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.

Rave Guardian
Rave Guardian is a free smartphone-based security application and optional personal safety mobile app that allows users to call 911, call CUPD, set up a safety timer, notify specific people about their status and location and submit anonymous text messages to CUPD about security threats or problems. For more information, visit: clemson.edu/cusafety/cupd/rave-guardian.

How You Can Support

- Students can sign you and themselves up for Emergency Text Messaging (CU Safe Alerts).
- 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, and can also be sent as text messages to registered cell phones.

To sign up:
- Students 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 “My Account” to edit your Mobile Contacts and add cell phone information.

PARENT TESTIMONIAL

“We have been very impressed with the response time of the campus representatives. While walking back from a football game to our daughter’s residence hall in Lightsey, my wife noticed a few overhead bulbs out along the walkway and emailed the campus police. A representative immediately responded and action was taken to replace the light — very happy about that!”

Dan Barton
Pittsgrove, N.J.
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.

For more information about safety, visit: clemson.edu/cusafety.

RECOGNIZING SIGNS OF CONCERN

We hope that in learning about our many services on campus to support healthy living, 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 be aware of. Keep in mind that many of these are common to the student’s experience. Rather, you will want to look for a persistent pattern of behavior that is out of character for your student:

- Changes in sleeping or eating habits
- Recurring colds or 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
- Persistently sad, anxious, irritable or empty mood
- Loss of interest in previously enjoyable activities
- Withdrawal from friends and family
- Fatigue and decreased energy
- Overreaction to criticism
- 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 pains that do not respond to routine treatment
- Substance abuse problems
- Prescription or over-the-counter medication misuse
- Signs of suicidal thoughts

Tigers Together to Stop Suicide
Stress is a normal part of everyone’s life. Most times, students find healthy ways to manage stress. However, there may be times when your student needs help coping. To learn about warning signs for suicide and Clemson University resources to promote emotional well-being, visit: clemson.edu/suicideprevention.

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, or they can contact CUPD directly at 864-656-2222.
How You Can Support

If you are concerned about your student and want them to seek help, encourage them to go to Counseling and Psychological Services (CAPS). CAPS is located in Redfern Health Center and services are confidential. For the initial visit, students are seen through the walk-in clinic, Monday–Friday, from 10 a.m.–2:30 p.m. on a first-come, first-served basis.

Based on the initial assessment, follow-up treatment options include: skills-building workshops, group, couples or individual therapy. A physician/psychiatrist consultation may also be recommended. If the issues of concern are related to academics, behavior, emotional health, finances, personal wellness, adjustment or other concerns, you may seek support for your student through the Office of Advocacy and Success by completing an online CARE Report (clemson.edu/studentaffairs/dean/care-network.html) or by calling 864-656-0935. A staff member will follow up to offer resources and support. If it is an emergency, call 911.

If you have reason to suspect that your student’s well-being is in immediate danger, you can contact the Clemson University Police Department at 864-656-2222 or 911.

FINANCES

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 visiting 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 Free Application for Federal Student Aid (FAFSA). Each year, students and families should complete the FAFSA to secure aid for the next academic year. The FAFSA priority deadline is March 1 for incoming first-year students. 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/delay 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. Arrange for direct deposit of financial aid refunds to avoid handling large sums of cash and discuss with your student ways to budget the funds for the entire semester.

Financial Aid Lingo

• **Cost of Attendance (COA)** — COA is the total amount of college expenses before financial aid. Cost of attendance includes money spent on tuition and fees, room and board, books and supplies, and living expenses.

• **529 Savings Plans** — State-sponsored investment plans, officially called qualified tuition programs (QTP), help families save money for college. The plans have tax benefits so your savings can grow faster. The money in the accounts can be used only for education expenses.

• **Financial Aid** — This is money given or loaned to help pay for college. Financial aid can come from federal and state governments, colleges and private and social organizations.

• **Free Application for Federal Student Aid (FAFSA)** — The FAFSA is a free application form a student submits to apply for federal financial aid. It is required for all students seeking federal student grants, work-study programs and loans. Most colleges require it as well. The FAFSA may also qualify you for state-sponsored financial aid.

• **Federal School Code (also, Title IV Institution Code)** — Each college, campus or program has a six-character institution code. A code related to each of your college applications must be included when filling out a FAFSA. These codes are available by contacting the school or checking an online listing.

• **Priority Date** — This is the date by which your application, whether it’s for college admission, student housing or financial aid, must be received to be given the strongest consideration. Since financial aid is often limited, meeting the priority date is important to be eligible to receive funds.

• **Need-Based Financial Aid** — This form of financial aid (grants, scholarships, loans and work-study opportunities) is given to students in

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**PARENT TESTIMONIAL**

“My son identified Clemson as his dream school midway through high school. He endured the disappointment of being denied admission and having his appeal to the Bridge program denied as well. Immediately, we began working with the Clemson staff in his chosen major. They put together a specific course plan for him to follow to gain admission. He enrolled at Blue Ridge Community College in our home state of Virginia, and spent two semesters there completing courses to transfer to Clemson.

While he was at Blue Ridge, I texted him on mornings when he had class, always early enough to make sure he didn’t get them while on the road. No inspirational quotes, just reminders — believe in yourself like I believe in you; be careful on your commute; miss you; your hard work is paying off; all this is going to be worth it when you’re at Clemson. The text messages varied every day, but always ended with ‘I love you.’

(CONTINUED ON PAGE 37)
financial need, who are not able to pay the full cost of attending a certain college. This is the most common type of financial aid.

- **Expected Family Contribution (EFC)** — EFC is a measure of the student and their family’s financial strength. States and colleges use this number to help determine the financial aid award. The EFC is calculated using the financial information and circumstances supplied in the FAFSA.

- **Student Aid Report (SAR)** — A SAR report is sent to the student’s family after submitting the Free Application for Federal Student Aid (FAFSA). The SAR will contain information about the family’s EFC.

- **Estimated Financial Aid (EFA)** — This is the amount of financial aid a student will likely be eligible for. The figure is calculated based on all required financial aid forms.

- **Adjusted Gross Income (AGI)** — Most financial aid forms require parents or students to state their taxable AGI based on income minus maximum allowable adjustments.

- **Scholarships** — These funds are given to, or earned by, students, and are to be used for tuition. There are numerous public and private sources for scholarships. Some are given based on need, some on merit or skill. Others have very specific stipulations on who can receive the scholarship.

- **Merit Aid** — This is financial aid given to students based on their personal achievements. Most scholarships are considered merit aid, as they are generally awarded for success in school, the arts, athletics or another area.

- **Grant** — A grant is money given to students for their education. Often based on need, grants may come from federal or state programs, or sometimes from private charitable organizations. It does not have to be repaid.

- **Work-Study** — A work-study allows students to take a part-time campus job as part of their financial aid package. To qualify for the Federal Work-Study Program, which is funded by the government, you must complete the FAFSA. Some colleges have their own work-study programs.

- **Federal Stafford Loan (Federal Direct Loan)** — These student financial aid loans are obtained through banks, lending institutions or colleges. Students must be enrolled in a college degree program at least part-time.

- **Subsidized Stafford Loan** — This is a federal loan based on financial need and borrowed for the purpose of attending college or an eligible training program. The federal government pays the loan’s interest while the student is enrolled at least half time.

- **Unsubsidized Stafford Loan** — This is a federal loan available to students, regardless of financial need, which is borrowed for the purpose of attending college or an eligible training program. The federal government does not pay the interest while a student is in school, but it is not necessary to demonstrate financial need.

- **Parent Loan for Undergraduate Students (PLUS)** — These federal guaranteed loans are available for parents of undergraduates.

- **Master Promissory Note (MPN)** — This form promises repayment and is signed by a student or parent when taking out a PLUS or Stafford Loan.

Resources

collegeincolorado.org
uvm.edu
bigfuture.collegeboard.org

In June 2015, with 32 hours completed at Blue Ridge, my son received the Tigertown Bound packet he so desperately wanted. The first few minutes of this new reality were a blur of tears and hugs and laughter and hugs and more tears and more hugs. Parents, help your child understand there are many pathways that lead to Clemson and sometimes Tigertown Bound includes a detour along the way.”

Forrest White
Richmond, Va.
## How You Can Support

Encourage your student to apply for Federal Work-Study, a program that provides jobs for students who have established financial need through submission of the FAFSA. Students who qualify for Federal Work-Study can contact the Office of Financial Aid for these employment opportunities.

Encourage your student to get connected. The Office of Financial Aid assimilates program/event information and helpful advice on Facebook (search for “Clemson University Student Financial Aid”) and Twitter (@ClemsonFinAid).

Encourage your student to be proactive. Clemson University’s Office of Student Financial Aid presents a Financial Awareness Week biannually. This week is filled with seminars focused on teaching students how to fill out the FASFA, connecting students with open scholarships and how to budget for the future.

Encourage your student to plan in advance. Some scholarships are awarded for only the first year of college. Urge your student to be cognizant of and continually apply for scholarships throughout the year. The Office of Financial Aid provides resources and search engines on their website to connect students to open scholarships. Encourage your student to familiarize themselves with these resources to make the financial aid process less stressful.

## PAYING THE BILLS

Final tuition rates are typically set in July before the fall semester. 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 also 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 but 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

Ask your student to add you as an authorized user via iROAR to stay informed. 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.

Student Financial Services Lingo

- **eCheck** — this is an electronic check/debit from a student’s checking account. By entering their bank account and routing number, they can submit a one-time or recurring payment for no additional convenience fee. This is our preferred payment method.
- **1098-T** — This tax document reports qualified tuition and related expenses (tuition and fees billed to the student for enrollment or

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**PARENT TESTIMONIAL**

“I have been so impressed by how helpful and accommodating the different administrative departments on the Clemson campus have been to me as a parent. Whether it be answering a question concerning my daughter’s tuition bill or addressing concerns about her transitioning to college, everyone I have dealt with has gone out of their way to be friendly and to take time to help.”

Linda Davidson
Annandale, Va.
attendance at an eligible educational institution) and scholarships and grants for any given calendar year. These documents are released prior to January 31 of each year and are retrievable through iRoar.

- **e-refund** — This is an electronic refund, which allows students to receive funds in excess of tuition and fees via direct deposits. Students can sign up for e-refunds by logging into their student bill via iRoar.

- **Authorized users** — Students are permitted to add parents/guardians to their account that may have an interest in their financial records. Authorized users can be granted varying levels of access to the student’s account including the ability to view the student’s tuition bill, make a payment, enroll in a payment plan or retrieve 1098-T tax information.

- **e-statement** — This electronic document is sent to students via iRoar on the first business day of each month. It is not a bill, but a statement reflecting all financial activity for the prior month.

### MANAGING 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.

For more information, visit: clemson.edu/cfo/student-financials.
TRANSPORTATION

One of the most commonly asked questions during new student orientation is, “Does my student need a car?” This is a personal decision for the student and your family. Clemson has created provisions for both — having a car and not 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 August to August, annually. Campus parking lots, spaces and zones are specifically marked for the appropriate parking permit.

There are several ways to get around campus without having a vehicle, many of which are highlighted in the following.

Bicycles
Bicycles are an easy way to get around campus quickly. Bike racks are available all over campus to secure bikes, and CUPD provides a service to register bikes and engrave your information free of charge. All CAT buses are equipped to handle bicycles for further travel. Campus Recreation offers CU Bike, which features bike rentals and a bike shop. Bike sharing will be available in fall 2016.

Car Sharing: ZipCar
Car sharing is a program for people who are looking for an alternative
method of transportation in order to 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 based on how long the car is used. To register and reserve cars, visit: zipcar.com/clemson.

Clemson Area Transit (CAT)
The CAT Bus is a free public service. This transportation system provides a shuttle bus around campus and also operates routes within the City of Clemson. Routes include area apartment complexes and grocery stores, and route times vary throughout the day and year. The CAT Bus system posts route schedules on its website: catbus.com.

Tiger Transit
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 mobile 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.

PARENT TESTIMONIAL
“Clemson’s Parking and Transportation Services website is great for those students requiring travel and shuttle information to and from airports during the various breaks. One thing we did after our daughter decided to attend Clemson was try each of the various means of transportation (car, train and plane) from our home in Northern Virginia to the Clemson University campus, so that she could see what it was like.”

Linda Davidson
Annandale, Va.
Greenlink
Greenlink is a public service 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 Patewood campus, University Center and Greenville One in downtown Greenville. Route times vary throughout the day and year.

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

Tiger Transit Holiday Airport Shuttles
Offered by Parking and Transportation Services, Tiger Transit holiday airport shuttles are free and available for students around University holidays and breaks. Seats are booked 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 or clemson.edu/parking, for more information.

4. Clemson Student Health 101
THE SECOND YEAR
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.

**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 a college experience like living and learning in a new and exciting global environment. Whether students go a few weeks, a semester or an entire year, the lessons they learn and the perspectives they discover from foreign study will stay with them long after graduation. Once they’ve decided they want to study abroad, they should talk with their academic adviser and with a study abroad coordinator in the Study Abroad office.

**Top Five Myths**

1. **Students can't afford to study abroad.**
   Students can apply for a Clemson exchange program and pay Clemson in-state tuition and fees, even if they 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. The study abroad orientation interest session has many of these answers.

2. **Students won't graduate on time if they study abroad.**
   Students can study abroad and still graduate in four years. Whether they participate in an exchange program, faculty-led program or a third-party program, they will receive credit for their study abroad that can go toward their major or minor. Students should plan ahead and meet with both their study abroad adviser and their academic adviser.

3. **Students need to speak a foreign language.**
   Students do not have to speak a foreign language to study abroad. Clemson offers 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 students to learn a foreign language, even if they start from the beginning.

4. **Studying abroad won’t work with my student’s major.**
   Studying abroad can fit the course work students need, no matter what their major. From engineering to education, there are programs designed for everyone, and they will receive academic credit for their experience. Students should be sure to explore their options early to fit a program into their course schedule. The study abroad orientation interest session has many of these answers.

**PARENT TESTIMONIAL**

“Our daughter, Kate, is a language and international health major. She participated in a five-week, summer study abroad program to Quito, Ecuador through Clemson’s Department of Languages. During this program, she was immersed in the local culture, lived with a local family and traveled throughout Ecuador. Students studied Spanish at the Equinox Spanish School in Quito. None of the students in the Clemson group knew each other before the trip, but they bonded tightly through their time in Ecuador. It was a terrific experience for our daughter and opened her eyes to the world.”

Drew and Caroline Czerkawski
North Wilkesboro, N.C.
5. **An internship is better for my student’s degree.**

Many programs offer internships abroad, and any study abroad experience will improve a student’s résumé. In today’s global marketplace, international experience demonstrates an ability to work independently and shows a level of communication, knowledge and leadership skills not gained from staying on campus.

For more information, visit: clemson.edu/studyabroad.

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**CAREER DEVELOPMENT**

**Center for Career and Professional Development**

Part of supporting 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. 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 it.

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**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 college 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 their 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.

Off-Campus and International Internships
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 the 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.

The Center for Career and Professional Development (CCPD) offers a variety of services for students to find internships. 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 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.

UPIC — On-Campus Internships
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.

Departments/Majors Requirements
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. To learn more about CCPD, visit: clemson.edu/career.

PARENT TESTIMONIAL
“Our daughter, who will graduate in May, has had two summer internships and one on-campus internship during a semester. She was also involved in two Creative Inquiries. These experiences have been invaluable! They have complimented her academic work so well and have rounded out her college experience. Through them, she has learned more about what she loves to do and what she doesn’t want to do. Discovering what she doesn’t want to do has been as important as finding her passions. As our younger children come along, we realize how important it is to guide them to use their three college summers well. The time really is short, and they can’t afford to waste it!”

Rhonda Barinowski
North Augusta, S.C.
CREATIVE INQUIRY

One of the very unique aspects of Clemson University compared to its peer institutions is Creative Inquiry (CI). CI is the imaginative combination of engaged learning and undergraduate research, that is 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 and 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 a student’s field of study is simply by engaging with faculty members and asking what projects are happening. Students and faculty members can team up to apply and submit ideas for new projects to be created. Topics and opportunities are boundless.

Learn more about Creative Inquiry or search current projects by visiting: clemson.edu/academics/programs/creative-inquiry.
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. The first year of college, students have more attention on them and how they are doing. There is Orientation, NSAPP notifications for grades and understanding from parent(s) and professors as they figure everything out. There is a bit more leniency as everyone understands they are still getting adjusted. Then, they hit their sophomore year. College no longer has the spark of newness. Also at this point, they have started to see that a career is more reachable as they start 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. Overall, there is a lot going on.

As a family member, one of the best things you can do for your student is to recognize this may be happening. Your student may feel it is harder 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.

LEADERSHIP

By the second year, there’s a good chance 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. Having great leadership skills is one area most employers seek out, yet it is not always taught directly through class.

Student Leadership and Community 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 for 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. We have found that leadership development increases 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**
  This is 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’ Leadership, Education, Action and Development Program (L.E.A.D.) is 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.

- **Leadership VOICE**
  Leadership VOICE is an intensive and transformative experience that seeks to produce a breakthrough in the leadership capacity of participants. The experience is interactive and focused on action, but is also visionary and encourages creativity and big-picture thinking.

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

Find out more by visiting: clemson.edu/campus-life/activities-events/student-activities/slce.

PARENT TESTIMONIAL
“Getting involved right away has been a key to our students’ success. Immediately upon landing at Clemson, they both attended first week activities, which are available in abundance. Numerous campus organizations host events all week long. Our children chose to visit organizations where they would meet people with interests similar to theirs. Both of them met people that first week with whom they became friends, and they have remained involved in some of those organizations.

Good friends do not come along overnight, and it takes time to develop those deep and lasting relationships. At home, our children had some of the same friends since early elementary school. Those types of relationships are not easily repeated. So, we have had to encourage and love our kids through some lonely times. We have let them know that what they are experiencing is normal and that it won’t last forever.”

Rhonda Barinowski
North Augusta, S.C.
MOVING OFF CAMPUS

The decision to move off campus may be difficult for your student to make, and as a family member, for you to support. Listed below are a few things to discuss with your student if they decide to move off campus. Recognize it may come down to some other very personal reasons for whether your student chooses to live on or off campus.

Things to Consider if Moving Off Campus

• **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 all residents. Living off campus provides freedom from some policies and allows students to set their own standards in line with community standards. It is helpful to remind your student that where they are looking to live will also have policies that they should become familiar with. 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. Students will also need to work together in living with roommates. On campus, there are support systems within the residence halls that can be helpful in navigating conflicts that do not exist when living off campus.

• **Environment** — Students who live off campus can 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. It can also be helpful to talk about what may happen being away from the “immediate” campus community and what that can mean. 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 mindful of who they live near. 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. Being off campus sometimes allows for a different atmosphere than being on campus. Students may end up somewhere quiet with non-student neighbors, or they could find they are somewhere with a majority of students, and it can be distracting. It is helpful to think through each area and who the general occupants are to get a gauge on the area.

• **Year-Round Housing** — If students plan to stay in the Clemson area over the summer to work or take classes, already having an apartment can make that process much easier. It may be helpful to remind your students the importance of asking about the lease dates up front to see if they meet up with your student’s plans.

• **Space** — In some apartment complexes space can look very different. Each room may be different sizes, and that may make rent a different amount for each roommate. Thinking through the different spaces and what types of furniture will be necessary are things to help your student think through before making the decision to live on or off campus and what places they are looking at.
• **Cost** — There is the possibility that the cost of living off campus could be equal to, or 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. Many of these expenses may not be in one bundle as on-campus options.

• **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. They also need to take into consideration the time of day they will be making their commute.

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**How You Can Support**

We can 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. This is a great learning opportunity for your student to gain some “real world” experience.
THE THIRD YEAR AND BEYOND
After your student’s second 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

If your student hasn’t been to the Center for Career and Professional Development (CCPD) yet, there is still time for them to visit their office for valuable advice and support. There are several programs and services CCPD offers, which support the student’s job search process.

Career Fairs
Career fairs are a great way 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 ClemsonJobLink feature amazing opportunities to engage with prospective employers.

Mock Interviews
Mock interviews are a service included in career counseling appointments at CCPD. During mock interviews, students will submit their résumé in advance, and a career counselor will ask general interview and industry-specific questions during the appointment time. Students get real-world experience in answering the questions with the added support of getting feedback from the counselor and guidance on answering different types of questions. Students should take advantage of this resource 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?
- Do they have a clear idea of the program or specialized area to pursue?
- Can they start a career within their field with only a bachelor’s degree?
- Do they 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 for discussing and 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. Visit CCPD’s website for more information: clemson.edu/career.

**How You Can Support**

Encourage them to make an appointment with a career counselor at CCPD. They can assist with advice, résumé critiquing, cover letter editing and job search tools.

Encourage your student to discuss career opportunities and plans with faculty and advisers as well as any professionals in the field. Networking is the key to success.

Encourage a professional online identity! If you have a LinkedIn profile, network with your student by role modeling a professional online identity. Hopefully, your student will recognize the value of networking in this digital environment.

**SUPPORT A (SAFE) BIRTHDAY AT AGE 21**

In the United States, turning 21 is often a major occasion. It can be marked with numerous celebrations, which often involves alcohol. On the other hand, students who are uninterested in alcohol may not consider this birthday any different than others.

Choosing not to drink alcohol under age 21 because it is illegal is a major reason why some students abstain. *Underage students may fear the possibility of getting in trouble and/or hold moral beliefs that the law should be upheld.* After a student reaches the age of 21, however, some may contemplate a decision: either to “try out” alcohol or to continue their decision to abstain. Students who have been non-drinkers in the past may decide to experiment with alcohol.

For students who chose to consume alcohol illegally before age 21, there can be a general sense of “now what?” New elements are introduced with the option to drink at bars and purchase alcohol, such as driving under the influence, easy access to alcohol if it was so desired and the financial cost of buying alcohol.

We encourage you to continue a dialogue about what your student may be facing, contemplating and/or peer pressure they may deal with. Ask about their friends, weekend activities, how they plan to celebrate their birthday and decisions now that they are 21. Discuss how things are different if alcohol is consumed at a bar or when purchasing alcohol elsewhere. For educational resources for families and students, visit: clemson.edu/alcohol.
HOW TO STAY INVOLVED

Whether or not your student has found their niche at this point of their college experience, it is important your student remains connected. You will probably see your student shift their priorities within an organization. They may take a leadership role or consider taking a back seat since they have already given their time. You also may see your student completely shift 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.

Your student has grown and matured in many ways during their time at Clemson so far. As a young adult, your student has gained more experience and learned how to navigate through circumstances on their own. However, sometime we speak to students who are involved in an organization, but cannot transfer the skills they learned to their adult life. Try and help your student think of the things they are doing in a way where they can see how it can directly affect their skill sets for their future careers. It may seem like simple things, but when they really sit down and conceptualize the process, your student will see they have more experience than they think.

Be sure to remind them to enjoy 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 again. Start having conversations with your student about what they are doing and how it will impact their future. Find out more about how to stay involved by visiting: clemson.edu/campus-life/activities-events.
FAMILY RESOURCES
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 we have found helpful for families. 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!

**FINDING YOUR CONNECTION TO CLEMSON**

As with any institution over time, the spirit of a place — its buildings, its people and its community — allows traditions to unfold. A simple action evolves into a rite of passage or an annual event, a word into a legendary saying or a rallying call for fans. A place becomes a gathering spot for friends long after their student days have passed. 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.

**Solid Orange Tradition**

Every Friday, students, faculty, staff and alumni everywhere can be found wearing Clemson orange in a show of unity and pride. Go Tigers!

**Tiger Rag**

In 1942, student band director Dean Ross found the sheet music for “Tiger Rag” in an Atlanta music store and brought it back to campus to play at football games. “Tiger Fanfare” by band director Mark Spede was added in 2003; today, the band has more than 15 ways to play what’s known as “the song that shakes the Southland.”

**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 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 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.

Clemson Ice Cream
In the 1920s, Clemson’s then-departments of dairy science and animal husbandry began making the famously delicious Clemson ice cream. Today, the student-run ’55 Exchange store on campus features this world-renowned, student-made ice cream.

Clemson Blue Cheese
Clemson Blue Cheese was first cured in the Stumphouse Tunnel outside Walhalla in 1941 by a Clemson dairy professor who recognized the tunnel’s
perfect conditions for curing. In 1958, the curing process was moved to the Agricultural Center in Newman Hall. Today you can buy the blue cheese at the ‘55 Exchange store on campus.

Homecoming and Tigerama
The excitement, spirit and enthusiasm of homecoming celebrations have been a Clemson tradition since 1914. During the week preceding the game, student organizations build homecoming displays on Bowman Field. Beginning in 1957, Tigerama — one of the nation’s largest student-run pep rallies — incorporated skits by student groups, fireworks and the crowning of the homecoming queen on the Friday night of homecoming.

Founder’s Day
The April 6, 1888 anniversary of Clemson University Founder Thomas Green Clemson’s death is commemorated each year with a Founder’s Day ceremony, which includes a prayer service at St. Paul’s Episcopal Church in nearby Pendleton where he is buried.

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.

President’s Park
Campus superstition says that a stroll through President’s Park with your sweetie is a sure sign that an engagement ring is in your future. The legend is, couples who walk hand-in-hand through the park will marry.

Senior Sidewalks
Walk around campus and you’ll see names engraved on the sidewalks underfoot. In the 1950s, graduating seniors began raising money to build sidewalks, imprinting their names, and thereby, their legacy in them. Today, the names of more than 53,000 alumni have been engraved.

Alma Mater Salute
During Clemson’s early military days, first-year students wore “rat caps” and waved them in the air during every football game. Today, at the conclusion of singing Clemson’s alma mater, students and alumni still wave their hands in the air with thumbs folded underneath as though holding a cap.

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 $2 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 the first-year 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 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.

We encourage you to visit the Memorial to gain an appreciation for the sacrifice of these alumni and to help us uphold this site as a place for commemoration and respect for years to come.

For more on the history and traditions at Clemson University, visit: clemson.edu/about.

HELPFUL FAMILY RESOURCES

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 and Consultants: Parenting Styles and the Messages They Send by Jim Fay
- The Prepared Parent Operational Manual by Marie Pinak Carr
- The Naked Roommate’s First Year Survival Book by Harlan Cohan and Cynthia Jenkins

Websites
University Websites
- Clemson University — clemson.edu
- Division of Student Affairs — clemson.edu/studentaffairs
- Harvey and Lucinda Gantt Multicultural Center — clemson.edu/centers-institutes/gantt
PARENT TESTIMONIAL

“The resources I found helpful to staying connected to Andrew's life at Clemson are all the social media groups on Twitter and Facebook: Clemson Football, Clemson Honors, Clemson Family and more. From time to time I love to go to ClemsonTV just to see what the students are working on. I love ClemsonTV. I greatly appreciate and read the Clemson Family Press that comes to my email account. I want to say again, I found the resources at Clemson to support me that equipped me to support Andrew. To sum it up, I would tell a new parent to sign up for as many email and Twitter groups from Clemson University as possible. Just to know how exciting it is to be at a place like Clemson. Also, it gives us a conversation starter when we talk to Andrew on the phone. ‘So, I heard Bill Gates was on campus, did you go?’ — is a great way to let him know we support him and support his time at Clemson.”

Sharon Ney
Loveland, Ohio

Additional Websites
- College Parents of America — collegeparents.org
- The Naked Roommate — nakedroommate.com
- University Parents — universityparent.com
- Federal Student Aid — studentaid.ed.gov
- US Department of Education — ed.gov
- Scholarship America — scholarshipamerica.org
- First-Year Experience and Students in Transition — sc.edu/fye

Facebook
University Facebook Pages
- Clemson University — facebook.com/ClemsonUniv
- Division of Student Affairs — facebook.com/ClemsonStudentAffairs

Twitter
University Twitter Pages
- Clemson Parents — @ClemsonParents
- Division of Student Affairs — @ClemsonSA
- Clemson Safety — @CUSafety
- Inside Clemson — @InsideClemson
- Clemson CCPD — @ClemsonCCPD
- Clemson University — @ClemsonUniv
- Clemson Student Financial Aid — @ClemsonFinAid

Additional Twitter Pages
- College Parents — @CPofAmerica
- College Bound Net — @CollegeBoundNet
- College Parent Central — @CollParCentral
- Simple Tuition — @SimpleTuition
- College Parent — @CollegeParent
- University Parent — @4CollegeParents
- Federal Student Aid — @FAFSA
- USA Today College — @USATODAYcollege
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
For more information about University Housing & Dining, visit: [clemson.edu/housing-dining](http://clemson.edu/housing-dining). If you have a specific question, please contact one of the following offices.

### Health and Safety

<table>
<thead>
<tr>
<th>Contact Location</th>
<th>Phone</th>
<th>Email</th>
<th>Web</th>
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</thead>
<tbody>
<tr>
<td>Health Office of Advocacy and Success</td>
<td>864-656-0935</td>
<td><a href="mailto:ascc@clemson.edu">ascc@clemson.edu</a></td>
<td>clemson.edu/studentaffairs/advocacysuccess</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>864-656-2280</td>
<td><a href="mailto:finaid@clemson.edu">finaid@clemson.edu</a></td>
<td>clemson.edu/financialaid</td>
</tr>
<tr>
<td>Mental Health and Counseling</td>
<td>864-656-2451</td>
<td><a href="mailto:sds-L@clemson.edu">sds-L@clemson.edu</a></td>
<td>clemson.edu/caps</td>
</tr>
<tr>
<td>Sexual Assault/Relationship Violence</td>
<td>864-656-5592</td>
<td><a href="mailto:studentbillquestions@clemson.edu">studentbillquestions@clemson.edu</a></td>
<td>clemson.edu/finance/studentfinancials</td>
</tr>
<tr>
<td>Healthy Campus</td>
<td>864-656-6000</td>
<td><a href="mailto:career-L@lists.clemson.edu">career-L@lists.clemson.edu</a></td>
<td>clemson.edu/career</td>
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### University Housing & Dining

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<th>Contact Location</th>
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<tr>
<td>Housing Main Office</td>
<td>864-656-3942</td>
<td><a href="mailto:clemsonhome@clemson.edu">clemsonhome@clemson.edu</a></td>
<td>clemson.edu/housing-dining</td>
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<tr>
<td>Maintenance</td>
<td>864-656-6452</td>
<td><a href="mailto:asc@clemson.edu">asc@clemson.edu</a></td>
<td>clemson.edu/housing-dining/maintenance</td>
</tr>
<tr>
<td>Fraternity and Sorority Housing</td>
<td>864-656-2171</td>
<td><a href="mailto:registrar@clemson.edu">registrar@clemson.edu</a></td>
<td>clemson.edu/housing-dining/registrar</td>
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<tr>
<td>Dining Registered Dietitian</td>
<td>864-656-6848</td>
<td><a href="mailto:sds-L@clemson.edu">sds-L@clemson.edu</a></td>
<td>clemson.edu/housing-dining/registereddietitian</td>
</tr>
<tr>
<td>Dining Office of the Registrar</td>
<td>864-656-2295</td>
<td><a href="mailto:finaid@clemson.edu">finaid@clemson.edu</a></td>
<td>clemson.edu/housing-dining/officeoftheregistrar</td>
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<tr>
<td>Dining Office of the Registrar</td>
<td>864-656-2280</td>
<td><a href="mailto:finaid@clemson.edu">finaid@clemson.edu</a></td>
<td>clemson.edu/housing-dining/officeoftheregistrar</td>
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<tr>
<td>Dining Office of the Registrar</td>
<td>864-656-5592</td>
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<td>clemson.edu/housing-dining/officeoftheregistrar</td>
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<tr>
<td>Dining Office of the Registrar</td>
<td>864-656-3027</td>
<td><a href="mailto:ask@clemson.libanswers.com">ask@clemson.libanswers.com</a></td>
<td>clemson.edu/housing-dining/officeoftheregistrar</td>
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<td><a href="mailto:career-L@lists.clemson.edu">career-L@lists.clemson.edu</a></td>
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Director; Third contact: Assistant Director. For more information about University Housing & Dining, visit: [clemson.edu/housing-dining](http://clemson.edu/housing-dining). If you have a specific question, please contact one of the following offices.
### STUDENT SERVICES

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<tr>
<td>Access and Equity/Title IX Coordination</td>
<td>Office of Access and Equity</td>
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<tr>
<td>Athletic Ticket Office</td>
<td>1 Avenue of Champions</td>
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<tr>
<td>Barnes &amp; Noble Bookstore</td>
<td>Hendrix Student Center</td>
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<tr>
<td>Campus Activities and Events</td>
<td>Guest Services Desk, Second Floor, Hendrix Student Center</td>
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<td>Campus Recreation</td>
<td>Fike Recreation Center</td>
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<td>Community and Ethical Standards</td>
<td>912 University Union</td>
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<td>Municipal Court</td>
<td>G-01C University Union</td>
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<td>Parking and Transportation Services</td>
<td>G-01 University Union</td>
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<td>Special Situations, Extended Absences or Crisis</td>
<td>214 Hendrix Student Center</td>
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<td>Student Mail Services</td>
<td>Package Delivery and Pickup — Ground Floor, University Union</td>
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<td>Student Mailing Address</td>
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<tr>
<td>TigerOne Card Services</td>
<td>111 Hendrix Student Center</td>
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### HAVE A QUESTION BUT NOT SURE WHERE TO START? WE ARE HERE TO HELP!

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<td>New Student and Family Programs</td>
<td>902 University Union</td>
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<td>Vice President for Student Affairs</td>
<td>202 Sikes Hall</td>
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<tr>
<td>Associate Vice President for Student Affairs and Chief of Staff</td>
<td>202 Sikes Hall</td>
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<tr>
<td>Associate Vice President for Student Affairs and Dean of Students</td>
<td>214 Hendrix Student Center</td>
</tr>
<tr>
<td>Senior Associate Vice President for Student Affairs</td>
<td>214 Hendrix Student Center</td>
</tr>
<tr>
<td>Associate Vice President for Student Affairs and Municipal Services</td>
<td>214 Hendrix Student Center</td>
</tr>
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</table>
St. John’s College is a four-year private institution located in Annapolis, Maryland. It is home to over 800 students from around the world and is known for its rigorous academic program and strong community. The campus is filled with beautiful gardens and historic buildings.

### Student Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
<th>Web</th>
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<tbody>
<tr>
<td>Access and Equity/Title IX</td>
<td>Office of Access and Equity</td>
<td>864-656-3181</td>
<td>[email]</td>
<td>[web]</td>
</tr>
<tr>
<td>Athletic Ticket Office</td>
<td>1 Avenue of Champions</td>
<td>864-656-2118</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>Barnes &amp; Noble Bookstore</td>
<td>Hendrix Student Center</td>
<td>864-656-2050</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>Campus Activities and Events</td>
<td>Guest Services Desk, Second Floor</td>
<td>864-656-4636</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>Campus Recreation</td>
<td>Fike Recreation Center</td>
<td>864-656-0510</td>
<td>[email]</td>
<td>[web]</td>
</tr>
<tr>
<td>Community and Ethical Standards</td>
<td>912 University Union</td>
<td>864-656-5258</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>Municipal Court</td>
<td>G-01C University Union</td>
<td>864-656-2270</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>Parking and Transportation</td>
<td>G-01 University Union</td>
<td>864-656-2050</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>Special Situations, Extended</td>
<td></td>
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<td>[email]</td>
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<tr>
<td>Student Mail Services</td>
<td>Package Delivery and Pickup</td>
<td>864-656-2351</td>
<td>[email]</td>
<td>[web]</td>
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<tr>
<td>TigerOne Card Services</td>
<td>111 Hendrix Student Center</td>
<td>864-656-0763</td>
<td>[email]</td>
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</tbody>
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### Contacts

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paige Kegley</td>
<td>864-656-0515</td>
<td><a href="mailto:pkegley@clemson.edu">pkegley@clemson.edu</a></td>
</tr>
<tr>
<td>Jeff Brown</td>
<td>864-656-0515</td>
<td><a href="mailto:brownj@clemson.edu">brownj@clemson.edu</a></td>
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<tr>
<td>Almeda R. Jacks, Ph.D.</td>
<td>864-656-2115</td>
<td><a href="mailto:arogers@clemson.edu">arogers@clemson.edu</a></td>
</tr>
<tr>
<td>George Smith, Ph.D.</td>
<td>864-656-2115</td>
<td><a href="mailto:smithg@clemson.edu">smithg@clemson.edu</a></td>
</tr>
<tr>
<td>Chris Miller, Ph.D.</td>
<td>864-656-5827</td>
<td><a href="mailto:lcmille@clemson.edu">lcmille@clemson.edu</a></td>
</tr>
<tr>
<td>Doug Hallenbeck, Ph.D.</td>
<td>864-656-5827</td>
<td><a href="mailto:dhallen@clemson.edu">dhallen@clemson.edu</a></td>
</tr>
<tr>
<td>Johnson Link</td>
<td>864-656-5827</td>
<td><a href="mailto:jwl@clemson.edu">jwl@clemson.edu</a></td>
</tr>
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