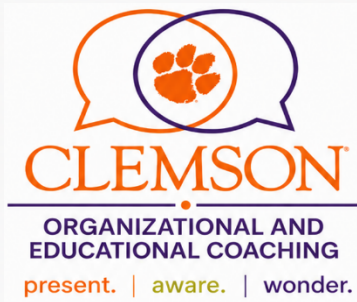




STUDENT HANDBOOK

Graduate Certificate in
Organizational and
Educational Coaching



PRESENT

Be fully present.
Create safe space.



AWARE

Cultivate awareness.
Listen deeply.



WONDER

Ask with curiosity.
Inspire growth.

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Organizational and Educational Coaching Certificate

Welcome to the Clemson University Graduate Certificate in Organizational and Educational Coaching. We are pleased you have chosen to join our learning community and begin the journey of developing yourself as a professional coach. Coaching is rooted in the belief that people grow through thoughtful conversation, reflection, and purposeful action. Whether you aspire to coach leaders, educators, teams, students, or community members, coaching offers a way to support learning that honors the knowledge, experience, and potential each person brings to the conversation.

Our certificate approaches coaching through the lens of human resource development, where learning, leadership, and organizational development intersect. Throughout the program, you will explore coaching as both a professional practice and a developmental process. You will study the scholarship that informs effective coaching, engage in extensive practice with peers and volunteers, receive developmental feedback from faculty and mentor coaches, and gradually build the confidence and judgment that characterize effective coaches.

Learning in this program is intentionally experiential. Reading and discussion provide an important foundation, but coaching is ultimately learned through practice. Each course combines study with observation, reflection, coaching conversations, mentor coaching, and opportunities to receive and apply feedback. As you progress through the certificate, you will develop not only coaching skills but also your own coaching philosophy and professional identity.

One of the strengths of this certificate is the cohort experience. You will learn alongside professionals from a variety of disciplines and backgrounds, creating opportunities to exchange perspectives, practice coaching in authentic settings, and support one another's growth throughout the program. We encourage you to participate fully, remain curious, and approach each learning experience with openness, humility, and a willingness to learn from both success and challenge.

This handbook introduces the certificate, outlines program expectations and policies, and provides information to support your success as a coaching student. It should be used alongside Clemson University Graduate School policies, course syllabi, and official university communications. For additional information, please refer to the [Graduate School website](#).

We are honored to accompany you on this journey and look forward to seeing the coach you become.

Program overview

The Clemson University Graduate Certificate in Organizational and Educational Coaching prepares professionals to use coaching as a developmental approach to learning, leadership, and organizational improvement. Designed for leaders across business, education, healthcare,

government, nonprofit, athletic, and community settings, the certificate equips students to facilitate meaningful conversations that promote reflection, growth, and purposeful action. The certificate is grounded in the disciplines of human resource development (HRD), adult learning, leadership development, and organization development. Students explore coaching as both a professional practice and a process of human learning, drawing upon established scholarship while developing the practical skills required to coach effectively in complex organizational and educational environments.

The curriculum follows a developmental sequence across three graduate courses:

- **HRD 8980: Principles of Organizational and Educational Coaching** introduces the foundations of professional coaching, including coaching ethics, the International Coaching Federation (ICF) Core Competencies, coaching presence, active listening, powerful questioning, and the development of a coaching mindset.
- **HRD 8990: Art of Organizational and Educational Coaching** deepens students' coaching practice through advanced coaching conversations, developmental feedback, reflective practice, and coaching across a variety of organizational and educational contexts.
- **HRD 9000: Practice of Organizational and Educational Coaching** provides extensive opportunities for coached practice, mentor coaching, performance assessment, and the integration of coaching into professional practice.

Throughout the certificate, students learn through a combination of asynchronous coursework, weekly synchronous seminars, coaching demonstrations, structured practice, reflective learning journals, peer coaching, mentor coaching, and recorded coaching sessions. Rather than viewing coaching as a collection of techniques, the program supports the development of a professional coaching identity through continuous practice, reflection, and feedback.

A distinguishing feature of the certificate is Clemson's **Present. Aware. Wonder. (PAW)** coaching model. Introduced early in the program and reinforced throughout all three courses, PAW encourages coaches to be fully present with clients, remain aware of themselves and the broader coaching context, and approach each conversation with genuine curiosity. These habits provide a consistent framework for coaching conversations while supporting ethical, culturally responsive, and learner-centered practice.

The program is designed around the International Coaching Federation (ICF) Core Competencies and educational standards for professional coach preparation. Students who successfully complete the certificate will have completed the coach-specific education required for Clemson's ICF Level 1 program, pending final accreditation approval. Additional requirements, including coaching experience hours and the ICF credentialing examination, are

established by the International Coaching Federation and remain the responsibility of each graduate pursuing an ICF credential.

Mission

The Clemson University Organizational and Educational Coaching Certificate prepares coaches who facilitate learning, growth, and positive change in individuals, teams, organizations, and educational settings. Grounded in the International Coaching Federation (ICF) Core Competencies, the program develops coaches who demonstrate ethical practice, coaching presence, cultural awareness, reflective inquiry, and a commitment to lifelong learning. Through evidence-informed coaching education, supervised practice, mentor coaching, and applied learning experiences, participants develop the knowledge, skills, and professional identity needed to support meaningful development and sustainable growth across diverse contexts.

Vision

The Organizational and Educational Coaching Certificate aspires to be a leading coaching education program that prepares coaches to support learning, leadership, career, and capacity development across organizational and educational environments. The program seeks to cultivate reflective, ethical, and culturally responsive coaches who contribute to stronger individuals, healthier workplaces, more effective educational systems, and thriving communities through the practice of coaching.

Learning Philosophy

The Organizational and Educational Coaching Certificate is grounded in the belief that coaching is both a developmental relationship and a learning process. Learning occurs through reflection, dialogue, practice, feedback, and application. The program draws upon principles of adult learning, experiential learning, reflective practice, and human development to create learning experiences that support both competency development and professional identity formation. Participants engage in an iterative process of learning, practice, feedback, and refinement throughout the program. Coaching knowledge is introduced through scholarly literature, professional standards, demonstrations, and discussion, then applied through coaching practice, observation, mentor coaching, and reflective activities. Learning experiences are designed to encourage critical thinking, self-awareness, cultural humility, and ethical decision making while supporting the development of coaching competence.

Program delivery emphasizes active engagement, psychological safety, accountability, and continuous improvement. Faculty, mentor coaches, and learners participate in a collaborative learning community where feedback is viewed as an essential component of growth. Ongoing formative assessment, reflective practice, and mentor coaching are used to monitor development and support learners as they progress toward demonstration of the ICF Core Competencies. Program management processes are guided by evidence, participant feedback,

and continuous review to ensure quality, relevance, and alignment with ICF accreditation standards.

Relationship to the MHRD program

The coaching certificate is connected to Clemson's Master of Human Resource Development (MHRD) program and may serve as either:

1. A stand-alone graduate certificate for qualified students
2. An embedded certificate within the MHRD program

Students enrolled in the MHRD program may complete the coaching certificate as part of their graduate studies. Certificate coursework may also support students pursuing professional coaching development in organizational, educational, nonprofit, healthcare, athletic leadership, or community contexts. The certificate draws on the strengths of Clemson's MHRD program, including its focus on leadership, adult learning, organization development, improvement, and workplace learning.

ICF Level 1 pathway information

The Clemson Organizational and Educational Coaching Certificate is designed to support educational requirements associated with the International Coaching Federation (ICF) Level 1 pathway. Completion of the certificate does not guarantee:

- Award of an ICF credential
- Acceptance of coaching experience hours by ICF
- Employment outcomes
- Future approval under revised ICF standards

Students remain responsible for understanding and meeting all ICF credentialing requirements. ICF credentialing decisions remain under the authority of the International Coaching Federation.

Admission to the Program

Students admitted to the coaching certificate must meet Clemson University graduate admission requirements and any additional requirements established by the program.

Students may enroll as:

- Degree-seeking graduate students
- Non-degree graduate students
- Clemson post-baccalaureate students approved for graduate-level study

Applicants may be asked to submit:

- Graduate application materials
- Resume or curriculum vitae

- Statement of interest
- Academic transcripts
- Professional references

Students are admitted for Fall entry beginning with Fall 2 2026. Applications are due August 1 to enroll in the Fall semester

Program Structure and Delivery Format

The Graduate Certificate in Organizational and Educational Coaching is delivered fully online and designed for working professionals. Each course combines asynchronous learning with required synchronous experiences that allow students to develop coaching knowledge and skills through discussion, observation, practice, and feedback.

The certificate follows a three-course developmental sequence in which each course builds on the previous one. Students progress through the program as a cohort, creating opportunities to establish coaching partnerships, receive ongoing feedback, and learn within a supportive professional community. Throughout the certificate, students participate in coaching demonstrations, peer coaching, mentor coaching, recorded coaching sessions, reflective learning activities, and the development of a professional coaching portfolio.

Weekly synchronous seminars are held on Tuesday evenings from 6:15 to 8:30 p.m. Eastern Time. These sessions provide opportunities to discuss course concepts, observe coaching demonstrations, practice coaching skills, and receive developmental feedback from faculty and classmates. Selected Thursday evenings are reserved for Coaching Practice Labs, mentor coaching, observed coaching sessions, or other applied learning experiences. Thursday meetings are scheduled for 6:15-7:30 and are identified in the course schedule at the beginning of each term.

Because coaching is learned through experience as well as study, active participation is expected throughout the program. Students should plan to attend all required synchronous sessions, complete asynchronous learning activities before class, engage fully in coaching practice, and contribute to a respectful and collaborative learning environment. Successful completion of the certificate requires demonstrated growth in coaching competence through practice, reflection, and feedback, in addition to successful completion of course assignments.

Course sequence

The certificate is completed over three consecutive terms, with each course building on the knowledge, skills, and experiences developed in the previous course. Students move through the program as a cohort, allowing coaching relationships, practice opportunities, and professional growth to deepen throughout the certificate.

Fall II: HRD 8980 Principles of Organizational and Educational Coaching

The first course establishes the foundation for professional coaching practice. Students are introduced to the International Coaching Federation (ICF) Core Competencies, coaching ethics, Clemson's Present. Aware. Wonder. (PAW) coaching model, and the principles of effective coaching conversations. Through demonstrations, guided practice, and reflection, students begin developing coaching presence, active listening, powerful questioning, and a professional coaching mindset.

Spring I: HRD 8990 Art of Organizational and Educational Coaching

The second course deepens students' coaching practice through increasingly complex coaching conversations and developmental feedback. Students examine coaching across organizational and educational settings while refining their ability to partner with clients, facilitate learning, and adapt their coaching to different contexts. Mentor coaching, reflective practice, and recorded coaching sessions provide opportunities to strengthen coaching competence and confidence.

Spring II: HRD 9000 Practice of Organizational and Educational Coaching

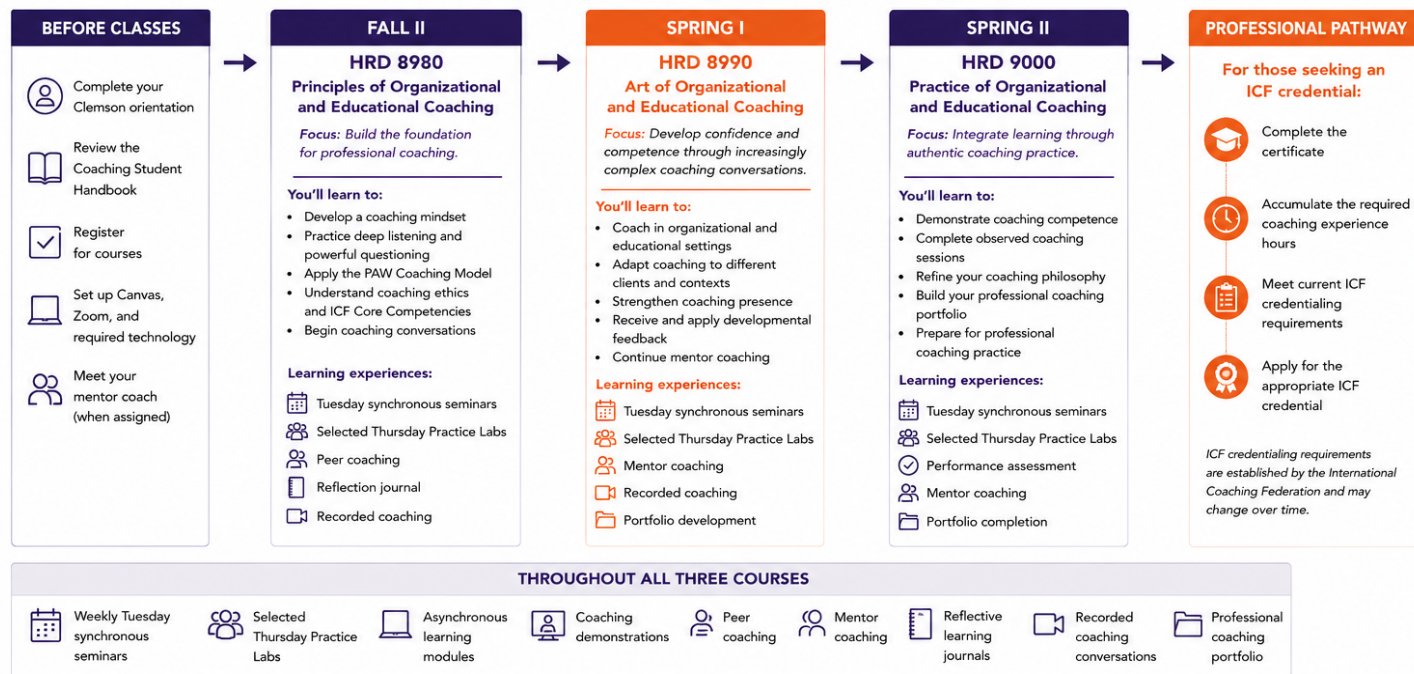
The final course emphasizes the integration of learning through extensive coaching practice, performance assessment, and professional preparation. Students demonstrate coaching competence through observed coaching conversations, mentor coaching, and portfolio development while exploring how coaching can be incorporated into their current professional roles or future coaching practice. The course culminates in a comprehensive demonstration of coaching knowledge, skills, and professional identity.

Course sequencing may be adjusted when necessary because of faculty availability, university scheduling, or program revisions. Students should work with the program coordinator if circumstances require an interruption in the recommended sequence. Course offerings and sequencing may be modified based on enrollment, faculty availability, or ICF requirements.

ORGANIZATIONAL & EDUCATIONAL COACHING CERTIFICATE

PRESENT. • AWARE. • WONDER.

A 3-course, 9-credit program completed over three consecutive semesters.
You'll progress through a consistent Tuesday/Thursday cadence designed to build knowledge, strengthen practice, and develop your professional coaching identity.



KNOWLEDGE • PRACTICE • REFLECTION • IDENTITY

CLEMSON
College of Education

Synchronous Learning Experiences

Because coaching is learned through practice, observation, and reflection, participation in synchronous learning experiences is an essential component of the certificate. Each course includes required Tuesday evening seminars, with selected Thursday evenings reserved for Coaching Practice Labs, mentor coaching, observed coaching sessions, or other applied learning experiences. Students receive the complete schedule at the beginning of each course. Synchronous sessions are designed to create an active learning environment where students engage in coaching demonstrations, practice coaching skills, receive developmental feedback, discuss course concepts, and learn alongside their cohort. These experiences cannot be fully replicated through asynchronous coursework.

Students are expected to attend all required synchronous sessions, arrive prepared, participate actively, and contribute to a respectful learning community. Excessive absences or repeated nonparticipation may affect a student's ability to demonstrate coaching competency and successfully complete course requirements. When appropriate, faculty may require additional coaching practice, supplemental learning activities, or alternative assessments to address

missed experiences. Decisions regarding make-up opportunities remain at the discretion of the course instructor.

Mentor coaching structure

Mentor coaching is a central component of the certificate and supports students' development as professional coaches through structured feedback and guided reflection. Consistent with International Coaching Federation (ICF) educational standards, students complete 10 hours of mentor coaching across the certificate, including 7 hours of group mentor coaching and 3 hours of individual mentor coaching.

Mentor coaching focuses on each student's development as a coach rather than evaluation of course performance. During mentor coaching sessions, students review coaching recordings, reflect on their coaching practice, receive individualized feedback, identify areas for continued growth, and establish goals for future coaching conversations. Students are expected to prepare for mentor coaching by submitting required recordings and reflections before scheduled sessions and by engaging thoughtfully in feedback conversations.

Coaching labs and practice expectations

Coaching competency develops through intentional practice over time. Throughout the certificate, students participate in a variety of structured coaching experiences designed to strengthen their coaching skills and professional judgment. Practice experiences include:

- Peer coaching
- Coaching Practice Labs
- Recorded coaching conversations
- Coaching demonstrations
- Practice coaching outside of class
- Reflective debriefs and self-assessments

As students progress through the certificate, they may coach classmates, volunteers, or individuals within their professional settings. Coaching Practice Labs provide opportunities to apply newly learned skills, observe other coaches, receive immediate feedback, and reflect on coaching decisions in a supportive learning environment. Students are responsible for obtaining informed consent from all coaching participants before recording any coaching conversation used for course assignments or mentor coaching.

Technology and recording requirements

Because the certificate is delivered online and emphasizes recorded coaching practice, students are expected to maintain reliable access to the technology required to participate fully in all course activities. Students should have access to:

- Reliable high-speed internet
- A computer with webcam and microphone
- Zoom and other Clemson-supported learning platforms
- Video recording capability
- Secure storage for coaching recordings and related materials

Recorded coaching conversations are used for instructional, assessment, and mentor coaching purposes. Students are responsible for maintaining the confidentiality of all recordings and coaching materials in accordance with Clemson University policies, FERPA requirements, and program confidentiality expectations. Coaching recordings may not be shared, distributed, or posted outside approved instructional settings.

Coaching competency assessment

The certificate uses a developmental assessment model that supports students as they build coaching competence over time. Assessment extends beyond written assignments and evaluates each student's ability to apply coaching knowledge in authentic coaching conversations.

Students receive feedback throughout the program from faculty, mentor coaches, peers, and, when appropriate, trained evaluators. Evidence of learning is gathered through recorded coaching conversations, live coaching demonstrations, reflective analyses, mentor coaching sessions, portfolio artifacts, and other performance-based assessments. Assessment practices are informed by program learning outcomes and the International Coaching Federation (ICF) Core Competencies.

Successful completion of the certificate requires students to demonstrate satisfactory growth in coaching competence, ethical practice, and professional judgment. Because coaching develops through ongoing practice and reflection, students may receive additional feedback, targeted coaching experiences, or opportunities for reassessment when further development is needed. Written coursework alone does not satisfy the requirements for successful completion of the certificate.

Program Policies

Disability/Discrimination Statement

Clemson University is committed to fostering a welcoming, inclusive environment that values the dignity, humanity, and contributions of all students, faculty, and staff.

Learner remediation procedures

Coaching development is an iterative process, and students may experience periods where additional support or developmental guidance is needed. Students who experience difficulty meeting coaching competency expectations may therefore be placed into a remediation process intended to support continued growth and improvement. Remediation may occur when a student demonstrates ongoing coaching performance concerns, fails to complete mentor coaching requirements, struggles to demonstrate ethical coaching practice, or does not successfully meet observed coaching assessment expectations.

Depending on the situation, remediation may involve additional coaching practice, repeated coaching recordings, supplemental mentor coaching conversations, additional reflective work, repeat assessments, or delayed progression within the certificate sequence. In some cases, repeating a course may be required. The purpose of remediation is developmental rather than punitive. At the same time, faculty retain responsibility for determining whether students have demonstrated sufficient competency and professionalism to continue progressing through the certificate.

Transfer credit and prior learning

Transfer credit decisions follow Clemson Graduate School policy. Because coaching education requires documented instructional hours, mentor coaching, observed coaching practice, and competency assessment, transfer credit is limited. Students requesting transfer credit must provide:

- Official transcripts
- Course syllabi
- Documentation of instructional hours
- Documentation of mentor coaching
- Documentation of observed coaching practice

The program coordinator and Graduate School will determine transfer eligibility.

Partial completion policy

Students who successfully complete individual courses in the certificate will receive graduate academic credit for those courses in accordance with Clemson University policies. However, the Graduate Certificate in Organizational and Educational Coaching is awarded only to students who successfully complete the entire three-course sequence and satisfy all certificate requirements. Students who do not complete the full certificate are not eligible for:

- Award of the Graduate Certificate in Organizational and Educational Coaching
- Verification of completion of the certificate's coach-specific education
- Any program documentation indicating completion of the full coaching curriculum

Students who withdraw from the certificate and later wish to return should consult the program coordinator. Depending on the length of the interruption and any changes to program or International Coaching Federation (ICF) requirements, additional coursework or updated program requirements may apply.

Refund and withdrawal policy

Refunds and withdrawals follow Clemson University Student Financial Services policies. Students withdrawing from courses or the certificate are responsible for understanding the financial implications associated with withdrawal timelines, tuition adjustments, financial aid implications, and registration changes. No separate coaching program refund policy supersedes Clemson University refund procedures unless formally approved by the university.

Teach-out policy

If Clemson University discontinues the certificate or loses ICF Level 1 approval, the program will make reasonable efforts to provide currently enrolled students an opportunity to complete requirements.

Teach-out options may include:

- Offering remaining courses within a defined period
- Substituting equivalent Clemson coursework
- Adjusting course delivery formats
- Partnering with another approved coaching education provider when feasible

Teach-out procedures will be communicated directly to affected students.

Academic integrity and ethical conduct

Students enrolled in the Graduate Certificate in Organizational and Educational Coaching are expected to comply with all Clemson University Graduate School policies governing academic integrity, student conduct, and ethical behavior. Students are responsible for becoming familiar with these policies and conducting themselves in accordance with university expectations throughout their enrollment.

Because coaching is grounded in trust, confidentiality, and professional responsibility, students are also expected to conduct themselves in a manner consistent with the ethical standards of the coaching profession, including the International Coaching Federation (ICF) Code of Ethics, when participating in coaching conversations, mentor coaching, peer coaching, and other certificate activities. Examples of conduct that may violate university or program expectations include, but are not limited to:

- Academic dishonesty, including plagiarism or unauthorized collaboration.

- Fabrication or falsification of coaching hours, coaching documentation, recordings, or other program records.
- Misrepresentation of coaching conversations or reflective work.
- Breaches of confidentiality or failure to obtain appropriate consent for recorded coaching sessions.
- Unprofessional or unethical conduct during coaching or course activities.

Alleged violations of Clemson University's Academic Integrity Policy or Student Code of Conduct will be addressed in accordance with applicable university procedures. When concerns involve professional coaching practice or program-specific expectations, the program may require developmental remediation, additional coaching practice, or other educational interventions consistent with Graduate School and university policies.

Use of AI in the coaching program

Artificial intelligence tools continue to influence coaching, leadership development, and workplace learning. Faculty may establish course-specific expectations regarding AI use.

Students may not use AI systems to:

- Generate or fabricate coaching reflections presented as authentic experience
- Create fictional coaching transcripts represented as real interactions
- Generate coaching feedback represented as original analysis
- Fabricate mentor coaching documentation
- Replace required reflective or developmental work

When permitted, AI use should be disclosed and appropriately cited. Students remain responsible for the accuracy, ethics, and integrity of all submitted work.

Incomplete grades

Incomplete grades are rarely assigned, and usually only due to extraordinary circumstances. An incomplete may be approved only when:

- A student is passing the course
- Extenuating circumstances prevent completion
- Remaining work can reasonably be completed within the approved timeframe

Incomplete grades are not intended to address attendance issues, inability to pass, or failure to participate in coaching experiences. Because coaching competency development depends heavily on participation-based learning, some requirements may not be eligible for completion through an incomplete grade.

Minimum progress expectations

Students must maintain satisfactory academic and professional progress. A minimum grade of C is required for courses to count toward the certificate.

Students may be removed from the certificate for:

- Unsatisfactory academic progress
- Failure to maintain professional expectations
- Ethical violations
- Academic integrity violations
- Failure to participate in required coaching experiences

Continuous enrollment

Students are expected to pursue the certificate with minimal interruption. Students who discontinue enrollment may be subject to revised requirements upon return. Because ICF standards evolve over time, returning students may be required to complete updated program requirements.

Accessibility and accommodations

Students seeking accommodations should work through Clemson [Student Accessibility Services](#). The program will provide reasonable accommodations consistent with university policy while maintaining essential coaching competency expectations.

Certificate completion requirements

To receive the certificate, students must:

- Successfully complete all required courses
- Meet minimum academic standards
- Complete mentor coaching requirements
- Demonstrate foundational coaching competency
- Resolve all university financial obligations

Students are responsible for maintaining copies of coaching documentation relevant to future ICF applications.

Student grievance and appeal procedures

Students are encouraged to first address concerns directly with the course instructor or mentor coach when appropriate. If concerns are not resolved, students may contact:

- Program Coordinator
- Department leadership
- Clemson Graduate School

Formal university grievance procedures remain available to all students.

Confidentiality expectations

Confidentiality is a foundational expectation of coaching practice.

Students are expected to:

- Protect client confidentiality
- Maintain secure storage of recordings and coaching documents
- Avoid discussing identifiable client information outside approved instructional settings
- Respect confidentiality during peer coaching and mentor coaching activities

Confidentiality expectations extend to classroom discussions, recordings, written reflections, and coaching demonstrations.

Assessment and evaluator standards

Faculty, mentor coaches, and evaluators participating in assessment activities are expected to:

- Maintain familiarity with current ICF competencies
- Use program evaluation rubrics consistently
- Participate in calibration conversations when appropriate
- Maintain fairness and professionalism in evaluation processes

The program may review assessment practices periodically to support consistency and quality.

Recording retention and data management

Coaching recordings submitted for educational purposes may be retained for assessment, accreditation, and program review purposes according to university and program procedures. Students should not retain coaching recordings longer than necessary. The program reserves the right to establish timelines for deletion and destruction of recordings.

Faculty and mentor coach qualifications

Courses are taught by Clemson faculty and qualified coaching professionals.

Mentor coaches and instructional personnel supporting the certificate will hold:

- ICF credentials
- Coaching education experience
- Leadership and organizational development expertise
- Human resource development expertise
- Educational leadership expertise

Ensuring success as a coaching student

Coaching education is developmental and relational in nature. Students are encouraged to:

- Communicate regularly with faculty and mentor coaches
- Participate actively in synchronous experiences
- Engage thoughtfully in reflective learning
- Seek developmental feedback
- Practice coaching consistently between class meetings

Because the program is delivered online, students are encouraged to contribute to a connected and supportive learning community.

Important Phone Numbers

Graduate School: (864) 656-3195

Bookstore: (864) 656-2050

Computer Center Help Desk: (864) 656-3494

Primary Contacts for the MHRD program

- MHRD Program Coordinator, Dr. Angela Carter, 615-995-8418, adc5@clermson.edu
- Student Services Program Coordinator, Ms. Ashley Vaughan, avaugha@clermson.edu

Coaching Certificate Faculty

Associate Professor, Dr. Angela D. Carter, adc5@clermson.edu

EOLD Administrators

The MHRD program and the Organizational and Educational Coaching certificate are part of the Educational and Organizational Leadership (EOLD) department in the College of Education.

Additional guidance is available from:

- Dr. Hans Klar, Department Chair, EOLD, hklar@clermson.edu
- Dr. Tony Cawthon, Director of Graduate Studies, EOLD, cawthot@clermson.edu