



Clemson University
Master of Education, Counselor Education Program
Emphasis: Student Affairs

Graduate Student Handbook
2021-2022

Department of Educational and Organizational
Leadership Development
330 Tillman Hall, Box 340710
Clemson, SC 29634-0710
864.656.4777 (O)
864.656.1322 (F)

<https://www.clemson.edu/education/academics/masters-specialist-programs/masters-education-student-affairs/index.html>

Table of Contents

Introduction	3
Mission	3
Accreditation	4
Diversity in Counselor Education.....	4
Master’s Degree Program Overview	4
Program Outcomes.....	5
Program Objectives.....	5
Master’s Degree Program Admissions Requirements and Deadlines	5
Higher Education and Student Affairs Non-Degree Policy.....	
Verification of Citizenship	6
Advising	7
Student Responsibilities Form	8
Waiving Course Policy	9
Transferring Course Policy.....	10
Registration and Payment for Courses	11
Graduate School Procedures and Checklist	11
University Academic Calendar	12
Curriculum	12
Student Affairs Program Requirements.....	13
Course Sequencing.....	14
Field Experiences.....	15
Continuing Students on Graduate Assistantships	15
Grade Appeal Policy.....	15
Review and Retention Policy	15
Academic Standards	16
Graduate Student Academic Probation Process.....	16
Dismissal.....	17
Professional Standards	17
Evaluating Overall Student Fitness and Performance	18
Ongoing Evaluation	18
Counselor Education Professional Probation Process.....	19
Graduate Student Academic Grievance Process.....	19

Independent Study Policy	20
Final Examination Requirement.....	21
Academic Integrity Policy.....	21
Accommodations Policy.....	21
Title IX - Sexual Harassment Policy	22
Technology	22
Communication	23
Instructional Methods.....	23
Students' Projects & Presentations	22
Campus Student Resources.....	23
Professional Organizations	24
Student Affairs Faculty and Staff	26

Introduction

The student handbook for the Counselor Education (Student Affairs) degree program has been prepared as a way of communicating to students and prospective students the nature and spirit of the Higher Education and Student Affairs program at Clemson University. This handbook does not replace the *Graduate School Announcements (The Clemson University Graduate Catalog)*, but it does provide a more detailed presentation of the program and student expectations.

Students are expected to study this handbook and be familiar with its contents. The materials outlined in the following pages are an attempt to help students understand the Counselor Education (Student Affairs) degree program from application to graduation. The importance of proper advisement, course sequencing, ethical conduct, and adequate planning are emphasized throughout this handbook. This handbook is designed to serve as a guide; it is not a substitute for the Graduate School Catalog or your academic advisor. Students are held to the 2019-2020 policies and procedures posted on the Clemson University Graduate School and College of Education websites, and the Counselor Education (Student Affairs) degree program requirements associated with the semester and year of student's admission.

Each student is responsible for meeting the deadlines outlined in the Graduate School Catalog and for regular meetings with your assigned advisor. Each student is required to meet with their advisor every semester prior to enrolling for any coursework. Failure to do so may result in students not being able to graduate as planned or obtain necessary courses.

The Counselor Education (Student Affairs) degree is housed within the Higher Education and Student Affairs program at Clemson University. This program is a part of the Department of Education and Organizational Leadership development.

Graduate school is a wonderful and challenging opportunity. You will be exposed to many new ideas, people and experiences. Make the most of the opportunity that you have—learn from faculty, peers, and yourself.

Mission

College of Education Mission Statement:

The College of Education is committed to being a transformative leader in improving education, beginning at birth. With a particular focus on serving underperforming schools and underserved communities, the school has award-winning programs that train teachers, counselors and school leaders; prepare counselors for community practice; train higher education student affairs leaders; and prepare training and development specialists for business and industry.

Counselor Education Department Mission Statement:

The faculty of the Counselor Education Program is dedicated to educating counselors as scholar practitioners who can effectively serve diverse populations. We prepare counselors who also seek opportunities to engage in outreach and advocacy through collaborative partnerships. The program provides opportunities for students to apply theory, research, knowledge, and skills through experiential learning, with an emphasis on wellness, prevention, and intervention.

Accreditation

The Higher Education and Student Affairs program offers graduate education at the master's level for students interested in becoming professionals in student affairs working at colleges and universities. The whole Counselor Education program was accredited in 2000 & 2007 by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The Counselor Education (Student Affairs) degree program does not fall under CACREP but instead reflects the Council for the Advancement of

Standards in Higher Education (CAS). The University is also accredited by the Southern Association of Colleges and Schools (SACS), and the college by the Council for the Accreditation of Educator Preparation (CAEP). These standards, certifications and accreditations indicate that the program offers the highest quality graduate education with the curriculum being mapped to the ACPA/NASPA Professional Competency Areas for Student Affairs Professionals.

Diversity in Student Affairs/Counselor Education

The College of Education is committed to providing all candidates with purposeful, challenging and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families and communities.

Clemson University has demonstrated a strong commitment to diversifying its faculty, student body, and staff. We recognize diversity to include differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, age, exceptionalities, language, religion, sexual orientation, and geographical area. Such an environment encourages all people to develop their talents to the fullest. We realize that if we are to achieve this vision, the College of Education must maintain a culture where diversity is celebrated.

Additional information about the College of Education's commitment to diversity can be found here: <https://www.clemson.edu/education/about/diversity-plan/index.html>

The faculty is dedicated to educating student affairs practitioners to function as scholar-practitioners in culturally diverse settings and adhere to the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) Codes of Ethics. The department is also committed to recruiting a diverse pool of applicants. As such, through the admissions process, the faculty seek to recruit, admit, and retain a diverse student body.

Master's Degree Program Overview

The curriculum of the Counselor Education (Student Affairs) degree program has a basic core of academic courses stressing counseling theory, professional issues, and human growth and development. The curriculum is designed to allow for integrative practice of materials in class with supervised field experiences. Courses are designed toward continued development of a student affairs knowledge base, with application of this knowledge in self-development and practice.

The 43-credit hour program educates future student affairs administrators and student development educators who are experts in assessing and promoting student learning on higher education campuses. The program addresses knowledge and skill development required to provide administration, management, and advisement support within the higher education community. The curriculum offers a blend of courses in student affairs administration and student development theory. The program integrates the ACPA/NASPA professional competencies throughout courses, field experiences, and the final examination process.

Program Outcomes

As a result of this program, students are expected to be:

- **Informed Practitioners** who apply research and scholarship to individual contexts and broader learning environments.
- **Active Practitioners** who engage in service and professional development at the campus, local, state, regional, and national levels.

- **Introspective Practitioners** who make ethical and critical decisions in pursuit of just and equitable experiences and environments.
- **Collaborative Practitioners** who create, implement, and support equitable opportunities and environments to address emerging issues in community with others.

Ethical Expectations

All students are responsible for knowing and following their discipline's ethical guidelines.

- National Association of Student Personnel Administrators' Standards of Professional Practice <https://www.naspa.org/constituent-groups/groups/professional-standards-division>
- American College Personnel Association Statement of Ethical Principles and Standards http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf s

Master's Degree Admission Requirements

The Higher Education and Student Affairs program at Clemson University offers the Master of Education degree in the area of Counselor Education (Student Affairs.) Admissions to the program is highly competitive and the department values diversity in its student population. Program applicants are selected based on their ability to succeed academically, personal qualifications necessary to function as student affairs professionals, and relevance of professional goals.

The Program Admissions committee evaluates applicants on the following: (1) competitive cumulative GPA – ideally above 3.0 on a 4.0 scale, (2) two professional letters of recommendation from individuals able to speak to an applicant's ability to be successful in graduate-level work, (3) transcripts, (4) a completed application including responses to short answer questions, and (5) graduate assistantship position at Clemson or full-time employment in a higher education setting.

The Counselor Education (Student Affairs) graduate program is designed for students who obtain a graduate assistantship in a student affairs or student services functional unit; these assistantships are competitive and are obtained through the CU-GARS process. The program is also designed for professionals already working in higher education settings who intend to maintain their full-time student affairs/student services employment while they complete their coursework. Therefore, admission to a cohort is dependent upon students receiving a graduate assistantship at Clemson University or being a full-time employee working in a higher education setting.

Because the size of each cohort is determined by (a) available assistantships and (b) faculty capacity, applicants who do not receive an assistantship with Clemson University or who are not full-time employees in higher education settings will not be admitted to the cohort. The program faculty feel strongly that students' academic coursework should be accompanied by hands-on, concurrent work experience, as students' practitioner experiences are constantly referenced through the program curriculum.

Application Deadlines

Summer and Fall Admissions – January 15

Spring Admission (part-time applicants only) – October 1

Higher Education and Student Affairs Non-Degree Policy

Due to high enrollment of current students, historically the Higher Education and Student Affairs (HESA) unit has not accepted non-degree students. However, understanding that occasionally exceptions may be made, a new process is useful to provide consistent review of requests by non-degree students. The process for requesting that the unit consider non-degree applications is as follows:

1. The non-degree students should submit a 2-3 paragraph statement to the Program Coordinator explaining why they wish to enroll as non-degree, what course they are requesting, and a rationale of why they wish to take the course.
2. The Program Coordinator will share this request with the HESA Admissions Committee for a recommendation. The committee will make a recommendation to the full HESA faculty.
3. The HESA faculty will vote on the application.
 - a. If denied, the Program Coordinator will inform the applicant.
 - b. If approved, the Program Coordinator will convey the decision to the applications and instruct the student to submit to a non-degree application to the Clemson University Graduate School.
4. The Program Coordinator will contact the College of Education Student Services Coordinator to request the application be uploaded to Admit for approval.
5. Requests are to be made in writing via email and must be made for each course / each time a non-degree student wishes to enroll.

Verification of Citizenship

ALL APPLICANTS TO CLEMSON UNIVERSITY are required to verify on their application whether they are a U.S. citizen, Permanent Legal Resident or will be lawfully present in the United States at the time of enrollment on some other grounds. Enrollment at Clemson University for both undergraduate and graduate students is conditioned upon verification of lawful presence in the United States.

South Carolina Code of Law section 59-101-430 prohibits Clemson University from independently verifying the status of any legal alien. An alien's status must be verified with the federal government. Therefore, Clemson University will use either the Student and Exchange Visitor Information System (SEVIS), a web based technology that tracks and monitors schools and programs, students, exchange visitors and their dependents throughout the duration of approved participation with the U.S. education system, or the Systematic Alien Verification for Entitlements (SAVE) program, Homeland Security's online system of alien status determination or any federal source of information about lawful alien presence that becomes available to Clemson University.

No Verification – If Clemson University does not obtain verification of lawful presence as noted above, the student will be blocked from registering for classes and may be subject to being dropped from enrollment with a forfeiture of tuition and fees. If at any time Clemson University learns that a continuing enrolled student is not lawfully present in the United States, that student will be blocked from registering for classes and may be subject to being dropped from enrollment with a forfeiture of tuition and fees for the current term.

Any student may appeal the block on registration and/or being dropped from enrollment by submitting a written explanation of the student's position regarding why this action should be overturned to the Dean of Undergraduate Studies (undergraduate students) or the Dean of the Graduate School (graduate students). The appeal must be submitted within 15 days of the date the student becomes aware of the registration block or the drop from enrollment.

Advising

Each student is assigned an advisor whose responsibilities include:

- Program planning and approval
- Monitoring student progress each semester
- Approving electives (if applicable)
- Determining readiness for field experiences

- Approving field experience placement
- Informing students about employment possibilities

Your advisor will be assigned upon admission into the program and may change once you are registered for the program to balance faculty advising responsibilities. If a change from the initial advisor is necessary, students will be notified.

It is required that students meet with their advisor at least once a semester to ensure appropriate course sequencing. It is your responsibility to contact your advisor.

Scheduling of courses in each program is designed to accommodate full-time students as well as students who pursue the degree on a part-time basis. The 43-credit semester hour sequence can be completed in a minimum of 2 years and must be completed within six years of the first course enrollment at Clemson. Most students should plan on taking two years to complete their program.

Policy and Procedures for Waiving a Course

This policy applies to students in the Counselor Education (Student Affairs) degree program having already completed an undergraduate or graduate course (over 5 years old) that they believe to be the equivalent of a course required for the master's degree. In these situations, students may petition to waive a course requirement. Students may only request to waive a course for which they received no less than a B. The following procedures must be followed:

1. After admission and prior to or during the student's first semester in the program, student submits a written request (see sample below) to their advisor requesting a course waiver. The request should (1) list the name and course number of the previously completed course as well as the semester/year and institution where the course was completed and (2) indicate the name and number of the required course that the student believes is the course equivalent. See *Graduate School Announcements* for further information.
2. Student signs and dates the written request.
3. Student also attaches a syllabus (ideally) or published course description from the previously completed course as well as an unofficial copy of a transcript showing completion of this course with a grade of B or better.
4. Student's advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed in order to determine whether the courses are equivalent.
5. Student's advisor signs the request, indicating approval or rejection of the request.
6. Student's advisor makes copies of the final, signed request, giving one to the student and placing one in the student's permanent file.

It is important to note that waiving a course does not mean that the student will have one less course to complete. In order to meet Graduate School requirements, students still must complete the total number of credit hours required for the degree. If approval is granted for a student to waive a course, an approved elective must be taken in its place.

Sample letter of request to waive a course:

Dear (advisor’s name):

I am requesting to waive the EDC 8100 Theories of Counseling requirement because I completed a similar course as an undergraduate. I completed PSY 250 Developmental Psychology during Fall 2014 at Georgia State University. I have attached the syllabus from that course.

Student signature Date

----- I support the student’s request to waive the course listed above.

----- I do NOT support the student’s request to waive the course listed above.

Advisor Signature Date

Policy and Procedures for Transferring in a Course

This policy applies to students in the Counselor Education (Student Affairs) degree program who have completed a graduate course (within the past 5 years only) that they believe to be the equivalent of a course required for the master’s degree. In these situations, students may petition to transfer in that course for credit. Students may only request to transfer in a course for which they received no less than a B. Also, students may transfer in no more than 12 credits. Unlike waiving a course, transferring a course means that the course credits WILL count toward the total degree hours and DO NOT need to be made up with electives. The following procedures must be followed:

1. After admission and prior to or during the student’s first semester in the program (or prior to registering for a class at another institution while enrolled in the master’s degree program at Clemson), the student submits a written request (see sample below) to their advisor requesting to transfer in a course. The request should (1) list the name and course number of the previously completed course as well as the semester/year and institution where the course was completed and (2) indicate the name and number of the required course that the student believes is the course equivalent. See *Graduate School Announcements* for further information.
2. Student signs and dates the written request.
3. Student also attaches a syllabus (ideally) or published course description from the previously completed course as well as an unofficial copy of a transcript showing completion of this course within the past 5 years with a grade of B or better.
4. Student’s advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed in order to determine whether the courses are equivalent.
5. Student’s advisor signs the request, indicating approval or rejection of the request.
6. Student’s advisor makes copies of the final, signed request, giving one the student and placing in the student’s permanent file.
7. If the request is approved, the student should have an official graduate transcript, clearly identifying this course, sent directly to the Graduate School.

Sample letter of request to transfer in a course:

Dear (advisor's name):

I am requesting to transfer in the EDC 8100 Theories of Counseling requirement because I completed an equivalent graduate level course, CNED 8200 Lifespan Development, during Fall 2018 at Mississippi State University. I have attached the syllabus from that course.

Student signature

Date

_____ I support the student's request to transfer in the course listed above.

_____ I do NOT support the student's request to transfer in the course listed above.

Advisor Signature

Date

Registration and Payment for Courses

Students are encouraged to register for courses as soon as the university allows. Occasionally, a course will be full. In those instances, the student should not complete the request log provided on the registration system, but they should contact the instructor of record to see if they can be added to the course. The request log is a function primarily used with the undergraduate registration process. Students are also reminded that failure to pay fees by the university stated deadline may result in being dropped from courses.

Graduate School and Program Procedures and Checklist

1. Be accepted by the Graduate School for admission to the student affairs/counselor education program.
2. Apply and interview for a graduate assistantship through the CU-GARS process or be currently employed as a full-time staff member in higher education.
3. If not a full-time employee, be offered and accept an assistantship and then confirm your acceptance with the graduate school and program coordinator.
4. Become familiar with what you need to do as a new graduate student at Clemson University: <http://www.clemson.edu/graduate/students/new-student-to-do.html>. Also, review the Graduate Student Guidebook for programs and services: <https://www.clemson.edu/graduate/students/policies-procedures/index.html>
5. Arrange a meeting with assigned advisor before taking any graduate courses. These meetings can take place virtually via email.
6. Transfer in no more than 12 hours of graduate credits from another university, as approved by your advisor (see policy in the previous section in this handbook).
7. Retain a grade point ratio of at least 3.00.
8. Arrange a meeting with assigned advisor prior to each semester you're enrolled to ensure your program of study with a minimum of 43 semester hours is verified by advisor (see program requirements).
9. Submit a practicum/internship application for summer and fall semesters before March 1 and for spring semester before November 1.

Program Curriculum Requirements

Master of Education Degree – Student Affairs (43 Semester Hours)

Course Curriculum			
EDSA	8030	Student Development Services in Higher Education	3
EDSA	8040	Theories of Student Development in Higher Education	3
EDSA	8100	Advising and Supporting in Student Affairs	3
EDSA	8110	Social Justice and Inclusion for Student Affairs Practitioners	3
EDSA	8340	Student Affairs Practicum	3
EDSA	8341	Student Affairs Practicum Laboratory	0
EDL	7650	Assessment In Higher Education	3
EDSA	8090	Higher Education Administration	3
EDL	8550	Applied Research and Evaluation in Higher Education	3
EDSA	8080	Legal and Ethical Issues in Student Affairs Practice and Counselor Education	3
EDL	9770	Diversity Issues in Higher Education	3
EDSA	8440	Student Affairs Internship	3
EDSA	8441	Student Affairs Internship Lab	0
EDSA	8060	Issues in Student Affairs	3
EDSA	8190	The Contemporary College Student	3
For Final Three Credits, Choose Either an Additional Internship OR an Elective			
EDSA	8440	Student Affairs Internship	3
EDSA	8441	Student Affairs Internship Lab	0
Graduate Level Elective Course			3

Course Sequencing

Sequencing of courses are dependent upon whether the student is full-time or part-time student and if full-time, dependent upon whether the student has a 9 or 12-month assistantship. The information below is a suggested sequence for students enrolled in the program. All students should work with their advisor to ensure proper sequencing of courses. It is highly recommended that all students follow the course sequencing in order to build foundational knowledge and skills.

Students must be in constant contact with their advisor as certain courses may or may not be offered each semester. Students are advised to meet with their academic advisor each semester. All coursework requires the permission of the advisor.

To maintain an assistantship, students must enroll in 9 credit hours of course work (fall and spring semester) and for those with a 12 month assistance, they must enroll in 6 credit hours (summer semester, three must be in each five week term).

First Year – Student Affairs Majors

Graduate Assistantship Levels	EDL 8850	EDSA 8030	EDSA 8040	EDSA 8100	EDSA 8110	EDSA 8090	EDL 7650	EDSA 8340	EDSA 8440 I
FT 9 mth GA	FALL	FALL	FALL	FALL	SPRING	SPRING	SPRING	SPRING	~~~~~
FT 12 mth GA – Aug.	FALL	FALL	FALL	FALL	SPRING	SUMMER	SPRING	SPRING	SUMMER
FT 12 mth GA – July	FALL	FALL	FALL	.	SPRING	SUMMER	SPRING	SPRING	SUMMER

Second Year-Student Affairs Majors

Graduate Assistantship Level	EDS A 8080	EDL 9770	EDL 8550	EDSA 8060	EDSA 8190	EDSA 8440 I	EDSA 8440 II	Ghost Class/Independent Study
FT 9 mth GA	FALL	FALL	FALL	SPRING	SPRING	FALL	SPRING	~~~~~
FT 12 mth GA – Aug.	FALL	FALL	FALL	SPRING	SPRING	SUMMER	SPRING	~~~~~
FT 12 mth GA – July	FALL	FALL – 1 st YR	FALL	SPRING	SPRING	SUMMER	FALL	SPRING

Final Exam

The comprehensive exam for the Counselor Education (Student Affairs) degree program involves a presentation to the faculty identified on the GS2 Form as the student’s committee. The purpose of this exam is for students to be able to:

- demonstrate learning and skill acquisition as a result of experiences in the program.
- connect competencies to curriculum of the program and student affairs practice.
- showcase ability to integrate individual knowledge, personal understanding, and experience with the competencies.
- provide examples of ways in which students – as emerging student affairs professionals – put the concepts of theory into practice.

Field Experiences

Please see the Counselor Education (Student Affairs) Field Experience Manual for information about these experiences. Having a prior arrest on your record may impact and reduce your site placement and future career placement opportunities.

Continuing Students on Graduate Assistantships

The student affairs program expects students to serve in the same graduate assistantship (GA) positions for two years. While we do understand situations may arise that could cause for a possible change in assistantships, know that we expect a full two years of experience in one assistantship. The two year GA experience, along with practicum and internship experiences, give our master's students the necessary practical experience needed to be competitive. If a change in your assistantship is necessary from your first year in the master's program, there is a process you must follow before obtaining another assistantship:

1st step: A student would have a discussion with their academic advisor about reasons for leaving the assistantship and to understand how the change might affect their academic and professional goals.

2nd step: After the conversation with the advisor, should the student decide to participate in CU-GARS, the student is required to sign up by the deadline, February 1st. You are required to communicate your intent to participate in CU-GARS to your academic advisor as well as your GA supervisor before the February 1st deadline.

Please note, no special considerations will be given for 2nd-year students in regards to the selection process. Continuing master's students will go through CU-GARS with entering master's students.

Grade Appeal Policy

A student wishing to contest a grade must first try to resolve any disagreement with the course instructor. If a satisfactory resolution cannot be reached, the student must follow the procedures under "Grievances" in the Graduate School Announcements (the Graduate Catalog) on the Graduate School website.

Academic Standards

- A minimum grade of C must be made on all course work to obtain graduate credit.
- A cumulative B average (3.0 GPA) must be maintained for all courses listed on the GS2 form.
- Students unable to maintain a 3.0 GPA become ineligible for graduation and are placed on academic probation.
- Per the detailed policy below, students will remain on probation until an additional 9 credit hours have been attempted and a 3.0 cumulative GPA is achieved. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

Professional Standards

In addition to maintaining high scholastic standards, students enrolled in the Higher Education and Student Affairs program must develop skills necessary to work with diverse individuals. The faculty expect students to:

- Respect the dignity and worth of all individuals
- Demonstrate commitment to the fulfillment of human potential
- Understand educational and counseling processes

- Develop knowledge in the counseling program area
- Be knowledgeable about and demonstrate ethical competencies
- Demonstrate commitment to inquiry
- Display self-awareness
- Embrace advocacy dispositions

Further, students are expected to adhere to the codes of ethics of their respective professional associations (e.g., NASPA, ACPA).

In some instances, faculty may become concerned about a student's suitability for entry into their respective professional field even though the student may be evidencing satisfactory performance in academic course work (e.g., if a student's professional integrity, skill level, or professional development is deficient).

Examples of behaviors that may be evidence of professional impairment include, but are not limited to:

- violation of professional standards or ethical codes;
- inability or unwillingness to acquire or exhibit professional skills at a competent level;
- behaviors that can reasonably be predictive of poor future professional functioning, such as excessive lateness, or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning;
- inability to exercise sound clinical judgment; and
- poor interpersonal skills or pervasive interpersonal problems.

Evaluating Overall Student Fitness and Performance

A student's acceptance into the program does not guarantee their fitness to remain in the program. The Higher Education and Student Affairs faculty is responsible for ensuring that only those students who continue to meet the Counselor Education (Student Affairs) degree program's academic and professional standards are allowed to continue in the program, and they engage in efforts to remediate concerns as they arise. If it is deemed that a student's professional fitness or performance is in question, the faculty may recommend the following actions:

- A formal reprimand;
- Additional practicum and/or clinical work;
- Personal mental health counseling (individual or group);
- Temporary leave of absence from the program;
- Additional academic course work;
- Additional supervision;
- Formal probation;
- Voluntary withdrawal from the program; or
- Formal dismissal from the program.

Ongoing Evaluation

Members of the Higher Education and Student Affairs faculty and instructors (including adjunct faculty) who interact with our students are expected to consistently monitor students' academic and professional performance and to address concerns. At any time during the semester when concerns are noted in relation to the academic and professional standards described above, an effort will be made by the faculty member or instructor to identify the problem and work out a solution with the student per the following process:

1. The faculty member or instructor initiates a meeting with the student to discuss their concerns, developing a written remediation plan if necessary;
2. The faculty member or instructor, after discussing the concerns with the student, must inform

- the student's advisor;
3. The student's advisor must inform the Program Coordinator of the concerns;
 4. If the issue is not resolved at the faculty member or instructor level, then the concerns of the faculty member or instructor are discussed in a faculty meeting;
 5. Following the faculty meeting, a conference is conducted involving the student, advisor, and other appropriate individuals in which the concerns of the program/department are shared with the student and a written remediation plan is developed;
 6. After meeting with the student, the advisor presents the remediation plan to the other faculty members;
 7. The advisor will monitor subsequent progress in carrying out the remediation plan;
 8. The advisor will provide feedback to the program faculty on the student's progress; and
 9. A student not satisfied with the decision can follow up with the Graduate Student Academic Grievance Committee as outlined in the Graduate Student Academic Grievance Process below.

Counselor Education (Student Affairs) Professional Probation Process

The following steps will be followed to monitor student progress toward completing remediation plans developed through the process described in the Ongoing Evaluation Section:

- The advisor will monitor the student's progress in meeting remediation plan requirements and will request a review meeting as needed and/or as specified in the remediation plan.
- A review committee consisting of an odd number of members (including program faculty as well as a faculty member or administrator from outside the program) will be appointed by the department chair to review the student's progress and determine if the remediation plan requirements have been met;
- The student will be invited to attend the review committee meeting to provide information regarding how they have completed the remediation plan requirements;
- The student will be permitted to bring another person to the meeting for support, but the student must speak on their own behalf;
- If the committee determines that the remediation plan requirements have been met, the student will be permitted to move forward in their program with assistance from the advisor;
- If the committee determines that the remediation plan requirements have not been met, they will decide regarding further action, which could include the development of a second remediation plan or possible recommendation for dismissal from the program;
- A student not satisfied with the decision can follow up with the Graduate Student Academic Grievance Committee as outlined below.

Graduate Student Academic Grievance Process

Graduate students are encouraged to seek the assistance of the faculty and student ombudsman as an informal method for resolving complaints, problems and conflicts. For more information about the Faculty and Student Ombudsman or to request assistance, call 864-656-4353 or e-mail ombudsman@clemsun.edu.

For matters that cannot be resolved informally or with the assistance of the faculty and student ombudsman, the Graduate Student Academic Grievance Committee may hear grievances regarding:

- complaints of a personal or professional nature involving an individual graduate student and a faculty member;
- claims of inequitable final grades;
- cases involving graduate student employment; and
- cases involving graduate student academic dishonesty.

Detailed rules and procedures for filing an academic grievance, including important time periods and appeal rights, are set forth in the Graduate Announcements.

EDSA Policy for Independent Study

All students who are interested in completing an independent study (EDSA 8400) must complete and submit the following form outlining the rationale and objectives of the independent study to their advisor before registering for EDC 8400 - Independent Study.

Independent Study Contract

The following information is required before the student will be allowed to register for the course listed. All information must be complete, typed in the following format, and signed.

Semester Enrolled: Spring Summer I Summer II Fall

Year _____

Student's Name: _____

CU ID Number: _____

Local Address: _____

Email Address: _____

Phone Number: _____

Title of Project: _____

Supervising Instructor: _____

Project Rationale: Write a brief statement that summarizes the need or reason for engaging in this project.

Objectives: List the specific outcomes that will be accomplished by the completion of this course work. (If more space is needed attach a separate sheet.)

Project Outline: Write an outline of the project plan. Be sure to include a listing of the steps in the procedure, outside resources, reference materials, what will be submitted for grading, time line or schedule, the evaluation criteria, etc. (Attach additional pages as necessary.)

Approval of the Project: _____ Date: _____

Signature of Supervising Instructor

_____ Date: _____

Student Signature/Acknowledgement

Final Examination Requirement

Upon completion of 33 credit hours, students in the Higher Education and Student Affairs program may be given permission by their major advisor to take the final examination. Passing the program area final examination is a requirement for the degree. Generally, the final examination is taken during the student's last semester in the program. It is the student's responsibility to have an approved GS-2 form on file with the graduate school prior to taking the final examination.

The final examination will provide students with an opportunity to share what they have learned and to make connections across their curricular and other experiences about student affairs issues in higher education. The primary goal of the final examination is for students to demonstrate their acquisition and integration of the knowledge and skills learned in the student affairs graduate program. The ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners undergirds our program's curriculum and serves as the foundational element of the final examination process.

The format for the final examination is determined by the faculty and students will have specifics about the format by the end of the fall semester of their second year. The program faculty develop the final exam with a focus on showcasing student learning and will grade students' answers on a Pass/Fail basis. The final examination will (a) require students to integrate knowledge across the program coursework; (b) connect coursework knowledge to their personal understanding of and development in the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners; and (c) apply theory-to-practice knowledge in a professionally competent manner. See your advisor for more information.

Academic Integrity Policy

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." Please refer to the "Academic Integrity Policy" for Graduate Students located in the Clemson University Graduate School Policies and Procedures handbook.

Accommodations Policy

Accommodations for Students with Disabilities

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible.

You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <https://www.clemson.edu/academics/studentaccess/>.

Title IX-Sexual Harassment and Sexual Violence Policy

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Alesia Smith is the Clemson University Title IX Coordinator. She also is the Executive Director of Equity Compliance. Her office is located at 223 Holtzendorff Hall, 864.656.3181.

Technology

The student affairs/counselor education program recognizes and embraces the growing use of technology in student affairs administration. Therefore, students are expected to develop proficiencies in technological skills. The program emphasizes that the goal of including technology into the student's training experience is to expose students to the current and developing issues within the profession. Technology is another "tool" and viable medium that is incorporated into application and practice. Technology will be used for communication, instructional methods, students' projects, and presentations.

Communication

All students are automatically assigned a Clemson University email account and web space upon receiving their user ID and password. Your university email address is userid@clemson.edu or userid@g.clemson.edu. As a student, you MUST utilize your Clemson email account since all pertinent information from the program and university are communicated through this medium. You can access information about setting up your Clemson email account through the CCIT website. All incoming students are offered an option of using Google Apps for Education, and information about the email function can be found here.

Instructional Methods

All courses use Canvas as a course management system. The advantage of Canvas is that it creates a course website that allows instructors and students to a virtual experience in traditional courses. If your instructor uses this system in their course, you will be able to (1) communicate with instructor and fellow classmates via email, discussion boards, and chats; (2) submit assignments electronically; (3) store lecture notes; (4) check on your grades throughout the semester; and (5) take online quizzes, exams, and surveys. The university has also converted the end-of-semester student evaluation procedure to an online survey. Additionally, video-conferencing offers tremendous flexibility in teaching and advising for students who are working or living a distance from Clemson or the University Center in Greenville.

Students' Projects & Presentations

Via online chats and shared user space for groups offered by the course management system, students will have the capability to work on and complete group projects without physically meeting in a designated space. Students are automatically given access to the course management system when they register for their courses.

Students are expected to have access to computer equipment and basic working knowledge of their computer system. Please refer to the CCIT website: <http://www.clemson.edu/ccit/> for the recommended computer system specifications and software or contact the Help Desk at 864-656-3494.

Campus Student Resources

For a complete guide to the programs and services available to graduate students at Clemson University, please review the Graduate Student Guidebook - <http://www.clemson.edu/graduate/students/index.html>. Below is an abbreviated list of services.

Center for Career and Professional Development:

<http://career.clemson.edu/>

Assistance with resume and cover letter preparation, interviewing skills, job search, etc.

Counseling Services:

<https://www.clemson.edu/campus-life/student-health/caps/index.html>

Counseling and Psychological Services (CAPS) is the university resource for personal counseling, psychological testing, outreach and consultation. It provides direct services to students and their spouses/partners in conjoint therapy. CAPS operates from a brief-therapy model that allows students 10 hours of individual counseling per semester after the initial interview. Group and conjoint counseling are not time-limited. For individual counseling sessions beyond the 10-session limit and for most testing services, CAPS charges modest fees.

Presenting problems range from mild personal difficulties to acute psychiatric conditions and long-term dysfunctions. CAPS maintains a 24-hour on-call service, and staff members serve weeklong rotations. Services available to students include individual counseling; group counseling; couples counseling; and personality, learning disorder, and ADHD assessment. Counselors are also available in the community, and the faculty are happy to make referrals.

Student Health Services:

<https://www.clemson.edu/campus-life/student-health/>

Redfern Health Center has more than 60 health care professionals who provide medical, psychological and wellness services to a diverse student population. Our goal is to help students stay healthy so they can focus on and succeed in their academic endeavors. We emphasize maintaining good health through education and prevention, in addition to offering treatment of illness, injury or psychological concerns. Redfern Health Center's services are available to all students.

Professional Organizations

Students and graduates are encouraged to join and to become active in professional organizations or associations. One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership). There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

- receives the most recent publications.
- is entitled to reduced membership registration rates for professional meetings/workshops.
- is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.
- has a method of direct involvement with activities and issues pertinent to the profession.
- is affiliated with other professionals having interests and areas of similar expertise.
- can stay up-to-date in the knowledge, practices, and research findings in the field.

Chi Sigma Alpha - Beta Chapter

Clemson University is home to the Beta Chapter of Chi Sigma Alpha, Student Affairs Academic and Professional Honor Society, International. Chi Sigma Alpha is designed to honor and recognize professionals, faculty, and graduate students in student affairs for excellence in three pillars: academics, service to the profession, and research. Graduate students must have completed one full semester prior to being considered for induction.

Student Personnel Association

The purpose of the Student Personnel Association (SPA) is to promote interest, involvement and professional development in student affairs through association with friends, faculty and staff who are interested in this field. SPA hosts many professional development, community service and social activities throughout the year. This organization is open to anyone interested in student affairs. Please contact your academic advisor for more details.

American College Personnel Association (ACPA)

Headquartered in Washington, D.C. at the National Center for Higher Education, ACPA is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA, founded in 1924, has nearly 6,000 members from across the U.S. and around the world. Information can be found at: <http://www.myacpa.org/>

National Association for Student Personnel Association (NASPA)

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. They provide programs, experiences, and services that cultivate student learning and success. NASPA was founded in 1919, and it is comprised of more than 16,000 members in all 50 states, 29 countries, and 8 U.S. Territories. Information can be found at: www.naspa.org.

Southern Association for College Student Affairs (SACSA)

With over 700 members and representing 15 states and the District of Columbia, the Southern Association for College Student Affairs (SACSA) is an independent, regional, and generalist association designed for the professional development of practitioners, educators, and students engaged in the student affairs profession. Information can be found at www.sacsa.org.

South Carolina College Personnel Association (SCCPA)

SCCPA is a generalist student affairs organization representing student affairs professionals and students in South Carolina. SCCPA offers members professional development, networking opportunities, leadership experience, and information on the latest trends and issues in our field. Information can be found at <http://www.mysccpa.org/>.

Student Affairs Program of Study Faculty & Staff

Dr. Michelle Boettcher, Assistant Professor & Student Affairs Program Coordinator

214 Old Main

864-656-1466; mboettc@clemson.edu

Research Interests: Community and senses of belonging in higher education; first-generation college student experiences; experiences of student affairs professionals in higher education; the scholarship of teaching and learning

Dr. Tony Cawthon, Alumni Distinguished Professor & College of Education Graduate Coordinator

211B Old Main; 864-656-5100

cawthot@clemson.edu

Research Interests: student affairs administration, student development theory, multicultural, new professionals, career development

Dr. Natasha Croom, Assistant Professor & Higher Education Program Coordinator

Old Main; 864-656-5111

ncroom@clemson.edu

Research Interests: Faculty advancement beyond tenure; intersectional identity development in college; access, equity, and success for womyn of colour and other minoritized communities in post-secondary environments; critical race theory, critical race feminism, and critical qualitative inquiry in higher education research and practice

Dr. Rachel Wagner, Assistant Professor

406 Tillman Hall; 864-656-5111

rwagne3@clemson.edu

Research Interests: Gender issues in higher education, specifically as they relate to feminisms and masculinities; social justice in higher education; alternative epistemologies, methodologies, and representations of knowledge; and critical theory and critical pedagogy.

Administrative Support

Teresa Kelley

Fiscal Analyst

328 Tillman Hall

864-656-3484

tkelley@clemson.edu

Financial support coordinator for the Educational and Organizational Leadership Development program.

Leigh Martin

Executive Director, Office of Field and Clinical Partnerships and Outreach

418F Tillman Hall

864-656-5115

haltiwa@clemson.edu

Provides support to faculty related to the logistics of the practicum and internship and experiences.

Alison Search

Student Services Program Coordinator

University Center at Greenville

864-250-8880

alisonp@clemson.edu

Provides support around scheduling of exams for the student affairs program, recruitment and admissions processes.