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The Department of Teaching and Learning welcomes you to Clemson University’s College of Education and the Master of Education in Teaching and Learning (Online) program. This handbook is intended to familiarize you with the policies and procedures of Clemson University, the Graduate School, and the College of Education. Each student is expected to be familiar with the contents of this handbook. The policies and procedures presented here are in addition to and subordinate to those described in the Graduate School Announcements.

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

PROGRAM CONTACTS
Program Coordinator – Dr. Daphne Wiles, daphnew@clemson.edu
Student Services Program Coordinator – Julie Jones, jgambre@clemson.edu
Administrative Assistant – Melissa Whitfield, whitfie@clemson.edu
Interim Department Chair – Dr. Cynthia Deaton, cdeaton@clemson.edu

POLICIES AND RESOURCES
University Policies
Graduate School Policy Handbook
Graduate School Resources
Graduate School New Student To Do List

ACADEMIC REQUIREMENTS
The Master of Education in Teaching and Learning (Online) is comprised of 30 credit hours of coursework. Transfer credits from other institutions are not accepted for this degree program. Students must maintain a grade-point average of 3.0 or higher in their coursework. The M.Ed. program is comprised of two elements:
- Core pedagogical coursework (18 hours)
- Specialization courses (12 hours)

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

STEAM (Science, Technology, Engineering, Arts, and Mathematics)
The STEAM education specialization provides teachers with the ability to infuse STEAM practices in their classrooms. STEAM is a transdisciplinary approach for engaging all
learners to solve real-world problems. The four-course sequence equips teachers with skills to create, implement, reflect, and assess students engaged in STEAM units. This specialization is appropriate for K-12 teachers of all content areas. STEAM education is an innovative approach to teaching in the K-12 setting. This transdisciplinary approach engages learners to solve real-world problems through STEAM problem scenarios. STEAM education has demonstrated much success in re-engage learners and teachers through problem-based approaches. The four-course sequence builds upon a foundational understanding of the differences between STEM and STEAM, by creating standards-based problem-scenarios in the first course, STEAM Instructional Design. The second course, STEAM transdisciplinary teaching, uses technology to connect and integrate disciplines a transdisciplinary approach. The third course, STEAM Assessment, focuses on assessment practices including both formative and summative assessments that are aligned to the STEAM units. The fourth course, STEAM Enacted and Evaluated, provides teachers with the opportunity to test out these practices in their classroom while receiving supportive feedback. At the end of this sequence, teachers will be prepared to implement STEAM units, practices, and new pedagogical techniques that will create a platform for creativity, communication, critical thinking, and collaboration in their classrooms.

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

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

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

PLAN OF STUDY FOR M.Ed. IN TEACHING AND LEARNING (ONLINE):
The M.Ed. in Teaching and Learning (Online) is an 18-month program spanning five semesters. Fall and spring courses last seven and a half weeks each, allowing students to focus on one course at a time. Likewise, summer courses are also taught one at a time but in a five-week timeframe—with the exception of the first summer where students may choose to take two classes beginning late June.

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

Year 1
Summer
- Curriculum Theory (ED 8650)*
- Learning and Motivation in Context (EDF 8020)*

Fall
- Contemporary Issues in Assessment (EDF 8080)*
- Specialization Course #1

Spring
- Specialization Course #2
- Classroom-Based Research (ED 8600)*

Year 2
Summer
- Cultural Diversity in Education (ED 8250)*
- Specialization Course #3
Fall
- Specialization Course #4
- Capstone Project (ED 8990)*

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

<table>
<thead>
<tr>
<th>Specialization Area</th>
<th>STEAM</th>
<th>Experiential Learning for Early Childhood</th>
<th>Instructional Coaching</th>
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<tr>
<td>Specialization Course #1:</td>
<td>STEAM Instructional Design (ED 8700)</td>
<td>Advanced Early Childhood Education Foundations and Methods (EDEC 8100)</td>
<td>Elements of Instructional Effectiveness (ED 8750)</td>
</tr>
<tr>
<td>Specialization Course #2:</td>
<td>STEAM Transdisciplinary Teaching (ED 8710/8711)</td>
<td>Advanced Early Childhood Education Curriculum (EDEC 8200)</td>
<td>Curriculum, Instruction, Assessment, and Learning from a Mentor Perspective (ED 8760)</td>
</tr>
<tr>
<td>Specialization Course #3:</td>
<td>STEAM Assessment (ED 8730)</td>
<td>Math, Science, and Technology Inquiry in Early Childhood (EDEC 8950)</td>
<td>Building Leadership and Culture from the Role of Coach (ED 8770)**</td>
</tr>
<tr>
<td>Specialization Course #4:</td>
<td>STEAM Enacted and Evaluated (ED 8720/8721)</td>
<td>Parent Education in Early Childhood Multicultural Settings (EDEC 8000)</td>
<td>Developing School-Wide Professional Learning Opportunities (ED 8780)**</td>
</tr>
</tbody>
</table>

Please be sure to register for your assigned cohort section.

More detailed course descriptions can be found in the graduate announcements.

ACADEMIC PROBATION
Graduate students who fail to meet the following minimum academic standards for graduate studies at Clemson University are placed on academic probation. These minimum standards include a minimum B average (3.0 grade point average) in:
- All graduate-level courses
- All courses listed in the Plan of Study (Form GS2)
- All courses (undergraduate and graduate) since admission to the Graduate School, excluding those taken on a pass/fail basis
A minimum grade of C on any coursework must be made for the course to apply toward a degree. Students who fail to meet these requirements become ineligible for graduation and remain on academic probation until they earn the requisite 3.0 grade point average or are dismissed.

Graduate students placed on academic probation should meet with their major advisor and/or graduate program coordinator to ensure that the expectations for removal of the probationary status are clearly defined and understood. Graduate students on academic probation must submit an R1 Plan for Success or R2 Second Plan for Success form no later than the date specified in the probation notification (typically around the beginning of classes for the next term).

Further details can be found in the Graduate School Policy Handbook.

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

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

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

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

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

**Required Technologies**
To successfully fulfill the requirements of the M.Ed. in Teaching and Learning (Online) program, students will need access to:

- A laptop or desktop computer. While courses can be accessed through Canvas's mobile apps for iOS and Android devices, a laptop or desktop computer will be needed to complete research and writing activities.
- A reliable internet connection. It's also a good idea to have a contingency plan in case your internet connection fails right before an assignment is due. If you cannot travel to another location, then consider temporarily using your mobile phone as a hotspot.
- An up-to-date browser. Canvas is designed to work in all browsers, but in general, users tend to have a smoother experience in Chrome and Safari.
- Speakers or headphones to listen to audio and video resources.
- Additional technologies as specified in your course syllabus.

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

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

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

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

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

Contact CCIT for help related to:

- Usernames and passwords
- Email
- iROAR
- University software
- Two-factor authentication

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

Canvas Support

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

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

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

**ACADEMIC INTEGRITY**

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

- Cheating
- Fabricating or falsifying information
- Facilitating violations of academic integrity
- Failing to cite contributors
- Plagiarizing
- Utilizing others' work through professional or informal services (this does not include light editing assistance or utilizing the services of the Clemson Writing Center)
- Thwarting others' progress
Consult the Graduate School Policy Handbook for a detailed description of these violations and the penalties that they incur.

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

Student Expectations
1. I will test all technology (both hardware and software as listed in course syllabus) at least two days before the start of the course to ensure that I have the proper equipment/resources to succeed in the course.
2. I will log into Canvas by the first day of class.
3. I understand that I am responsible to meet deadlines even if I experience technology issues, including connectivity issues. I will find a backup as necessary (e.g., loaner technology, local computer lab, internet café).
4. Though courses are all asynchronous, I agree to meet module deadlines that may occur throughout the course.
5. I will be professional and respectful in all my communications. I agree to follow the guidelines for online conduct as outlined in the syllabus.
6. I agree to do my part on any group or collaborative work, and I agree to participate actively throughout the course to improve the experience for others and me.
7. I will check Canvas announcements and other course-related materials regularly (as defined in the course syllabus).
8. I will use Canvas Inbox to communicate with my instructor/peers and respond to messages within 48 hours.

Instructor Expectations
All instructors for the M.Ed. in Teaching and Learning program have acknowledged and agreed to comply with the following expectations:
1. Instructor will introduce himself/herself via email and provide the course overview to the students at least 3 days prior to the start of the class.
2. Instructor will respond to communications within 48 hours unless otherwise stated by your instructor. The instructor will communicate with students in case of exceptions.
3. Instructor will post and be available for regular virtual office hours as stated in the syllabus.
4. Instructor will grade assignments/quizzes within 48 hours of due date unless otherwise stated by your instructor. For major assignments or exceptions to this, the instructor will communicate with students when grading will be complete.
5. Instructor will meet with TAs/associate instructors (if any) as needed to make sure they know and are meeting their responsibilities.

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

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

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

Setting Your Canvas Notifications
Your instructors will also use Canvas to post announcements. To ensure that you receive communication from your instructors in a timely manner, you should elect to receive notifications for Canvas announcements and conversations. Visit Canvas's "How do I set my notification preferences?" guide for detailed instructions.
You can also elect to receive notifications via text message, push notifications, or additional email addresses. For details on adding additional methods of contact to your Canvas account, visit Canvas's "How do I add contact methods to receive notifications?" guide.

Google Apps for Education Email
It is important for you to check your University email regularly so that you do not miss important announcements and updates.

Clemson students use Google Apps for Education email. To set up your email account (which will have a separate password than your Clemson account), visit CCIT's email guide for incoming students. To access your student email, visit g.clemson.edu. As part of your Google Apps for Education account, you will also have access to Clemson-specific instances of Google Drive, Google Hangouts, Google Sites, and Google Calendar.

You can also elect to have your Clemson email forwarded to a personal address. If you do this, be sure to log in to your Clemson account before responding to your instructors.
**Two-Factor Authentication**
To safeguard against phishing attempts and other cybersecurity threats, Clemson requires two-factor authentication (2FA) for several university systems. To access these systems, you will need to enter your password, then verify your identity with a physical device (mobile device or landline) that is in your possession at the time you request access. Visit Clemson's 2FA site to enroll in 2FA and register/manage devices.

**KEY GRADUATE SCHOOL DEADLINES**
Specific Graduate School deadlines can be found at https://www.clemson.edu/graduate/students/deadlines.html

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

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<th>Benchmark</th>
<th>When</th>
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<tr>
<td>Major Advisor and Advisory Committee Assigned</td>
<td>Upon acceptance into program</td>
</tr>
<tr>
<td>Submit Plan of Study and Graduate Degree Curriculum (Online GS2)</td>
<td>Middle of your second semester</td>
</tr>
<tr>
<td>*See below for further information regarding GS2</td>
<td></td>
</tr>
<tr>
<td>Apply to graduate through iRoar</td>
<td>Final semester prior to graduation – for current deadline see Graduation Deadlines on the Graduate School website</td>
</tr>
<tr>
<td>Order diploma through iRoar</td>
<td>After completing at least half of the prescribed coursework</td>
</tr>
<tr>
<td>Order cap, gown, and hood from University Bookstore</td>
<td>Final semester prior to graduation – for current deadline contact the University Bookstore</td>
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*From the Graduate School Website: The final responsibility for ensuring compliance with these procedures rests with the graduate student. Special problems should be referred to the graduate dean.*

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

**PLAN OF STUDY (GS2)**
You must complete all classes listed on your GS2 before graduation. If you fail to do so, you must file a revised GS2. Prior to graduation, you may revise your degree curriculum as needed, subject to the necessary Advisory Committee and dean approvals.

**ADVISORY COMMITTEE**
Your Advisory Committee, composed of three faculty members, will approve your curriculum, supervise your graduate program, ensure key competencies have been attained, and initiate the recommendation for awarding your degree. Your Major Advisor, who will help you plan your curriculum, serves as the chair of your Advisory Committee.

Your Advisory Committee is dependent upon your specialization area. The Teaching and Learning M.Ed. program coordinator will email you with the names of your advisory committee members.

**LEAVE OF ABSENCE**
A leave of absence may be granted for compelling personal, family, medical, or professional reasons that require the student to suspend graduate study and to be absent from the University for a period of time. The plan to take a leave of absence from your program should be discussed first with your major advisor and program coordinator well in advance of your intended leave. Formally notify the program and the Graduate School of your intended leave by completing the online GS-LoA Request for Leave of Absence form. After you complete this form, forward it electronically or hand deliver a hard copy to secure the necessary signatures from your graduate program advisor or coordinator.

A student in good academic standing (minimum 3.0 GPA and has successfully met other program or Graduate School requirements) who must interrupt a graduate program may request a leave of absence from graduate study. A leave of absence may be granted for up to 12 months, with a possible renewal of up to one additional 12-month period.

A student not in good standing (GPA lower than 3.0 or failed critical program or Graduate School requirements) may also request a leave of absence. However, the Graduate School may also choose to dismiss the underperforming student where future success seems unlikely. Should the request for the leave of absence be approved by the Graduate School, the student will return in the same academic status as prior to the leave.

Further details can be found in the Graduate School Policy Handbook.
ASSISTANTSHIP
The M.Ed. in Teaching and Learning (Online) program does not offer assistantship opportunities. Students enrolled in the M.Ed. in Teaching and Learning (Online) program are expected to be employed within formal and informal PK-12 learning environments.

RELEVANT UNIVERSITY RESOURCES
Registration and Payment
- Registrar’s Office
- iROAR
- Student Financial Services
- Financial Aid

Academic Support Services
- Writing Center
- Academic Success Center
- Clemson Libraries

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