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Introduction

This handbook has been prepared as a way of communicating to students and prospective students the nature and spirit of the Counselor Education-Student Affairs M.Ed. program at Clemson University. Students are expected to review this handbook and be familiar with its contents. The materials outlined in the following pages guide students through the Counselor Education-Student Affairs program from application to graduation. The importance of advisement, course sequencing, ethical conduct, and adequate planning are emphasized throughout.

This handbook does not replace the Graduate School Policy Handbook (http://www.clemson.edu/graduate/students/policies-procedures/) or the Clemson University Graduate Catalog (https://www.registrar.clemson.edu/html/catalogGrad.htm) or your academic advisors. What it does provide is a detailed presentation of the Student Affairs program and student expectations. Students are held to the 2016-2017 policies and procedures posted on the Clemson University Graduate School and the College of Education websites, and the Counselor Education-Student Affairs program requirements associated with the semester and year of the student’s admission.

All students are responsible for meeting the deadlines outlined from the Graduate School (https://www.clemson.edu/graduate/students/deadlines.html) and for regular meetings with their assigned advisors. Each student is required to meet with his/her advisor each semester prior to enrolling in coursework. Failure to do so may result in not being able to obtain necessary courses or graduate as planned.

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

Mission Statements

College of Education Mission Statement:
The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

Department of Educational and Organizational Leadership Development Mission Statement:
The focus of the Department of Educational and Organizational Leadership Development (EOLD) is leadership development in educational and organizational environments. Offered for student affairs personnel, higher education professionals, and P-12 educational and other organizational leaders, EOLD programs promote the growth, education, and development of individuals with an emphasis on serving underperforming schools and diverse populations; building skills working with individuals that have been underserved; participating in multiple, immersive, and diverse settings; and engaging in high-quality, applied research, and professional learning.

(Revised August 2016)
Accreditation

The Counselor Education-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 entire counselor education program was accredited in 2000 and again in 2007 by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The student affairs program no longer falls under CACREP but instead reflects the practices established by the Council for the Advancement of Standards in Higher Education (CAS). The program is also accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the National Council for the Accreditation of Teacher Education (NCATE). These standards, certifications and accreditations indicate that the program offers the highest quality graduate education.

Diversity in Student Affairs/Counselor Education

College of Education is committed to providing all students 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 students will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

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 Counseling Association (ACA) and the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) Codes of Ethics. The program is grounded in the four values of (a) community, (b) introspection, (c) administrative policy and processed, and (d) equity and advocacy. The department is also committed to recruiting a diverse pool of applicants. As such, through the admissions process, the department and faculty seek to recruit, admit, and retain a diverse student body.

Master’s Degree Program Overview

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

The 42-credit hour program educates future student affairs administrators and student development educators who are experts in assessing and promoting student learning on higher education

(Revised August 2016)
campuses. The program addresses knowledge and skill development required to provide administration, management, advisement, and counseling support within the higher education community. The curriculum offers a blend of courses in student affairs administration and counseling. The program integrates the ACPA/NASPA professional competencies and the program’s core values throughout courses, field experiences, and the final examination process.

Program Objectives

The faculty is dedicated to the recruitment, retention, and education of diverse professionals with a focus on community, introspection, administrative policy and processes, and equity and advocacy. In order to prepare student affairs practitioners, the faculty, through a program of planned educational experiences, attempts to develop in each graduate:

- the ability to work collaboratively with faculty, staff, students, administrators, families, and other stakeholders with respect for the dignity and worth of all individuals;
- an awareness of and ability to apply theory, assessment, and research to inform and improve practice;
- the understanding and skills related to counseling and developmental needs;
- the skills to effectively communicate with all cultural and identity groups, which includes a high degree of sensitivity and acceptance of diversity in thought and action;
- the skills necessary to be employed in higher education settings in a variety of roles;
- the ability to act as a consultant and advocate throughout the higher education setting;
- a high level of self-awareness and self-care while being committed to lifelong learning;
- and the integrity to live by the ethical practices of student affairs practitioners.

Ethical Expectations

Ethical decision-making is at the core of effective leadership, advocacy, education, and support of students and colleagues. As such, this program is dedicated to integrating concepts related to ethical decision-making throughout the curriculum. In addition, all students are responsible for knowing and following their discipline’s ethical guidelines.

Council for the Advancement of Standards in Higher Education
http://www.cas.edu/ethics

American College Personnel Association Statement of Ethical Principles and Standards
http://www.myacpa.org/ethics

(Revised August 2016)
Master’s Degree Admission Requirements

Admissions to the Counselor Education-Student Affairs 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. Acceptable Graduate Record Examination scores (general test)
3. Two professional letters of recommendation
4. Transcripts
5. A completed application including responses to short answer questions
6. Optional departmental interview
7. Graduate assistantship position at Clemson obtained via the Clemson University Graduate Assistant Recruitment and Selection (CUGARS) process 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 Clemson University Graduate Assistant Recruitment and Selection (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.

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

Application Deadlines

Summer and Fall Admissions – February 1
Spring Admission – October 1 – part-time applicants only

(Revised August 2016)
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.

Advisement

In addition to providing academic support in the classroom through teaching and experiential learning opportunities, Counselor Education-Student Affairs faculty members are committed to your success beyond coursework. Each faculty member brings expertise, insight, resources, and knowledge to help you be successful in the program. With that in mind 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

(Revised August 2016)
Your advisor will be assigned by the Graduate Coordinator 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 all students meet with their advisors at least once a semester to ensure appropriate course sequencing. It is the responsibility of each student to contact his or her advisor to schedule this advising appointment.

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 42-hour sequence can be completed in a minimum of two years and must be completed within six years of the first course enrollment (including courses you transfer in for graduate credit). Most students should plan on taking two years to complete their programs.

**Student Responsibilities Form**

*As a graduate student in the Counselor Education-Student Affairs program, I hereby certify that I have:*

- Met my faculty advisor prior to or during the first semester in the program to plan my course of study.
- Participated in required orientation offerings both at the program and university levels.
- Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic (i.e. grade point average).
- Been informed about the program’s academic appeal policy.
- Been given information about appropriate professional organizations.
- Been informed where to find a copy of the Council for the Advancement of Standards in Higher Education, the American College Personnel Association Statement of Ethical Principles and Standards, and other appropriate professional standards of practice.

**As I continue through the program, I will:**

- Obtain information about the type and level of skill acquisition required for successful completion of training.
- Participate in the training components that encourage self-growth or self-disclosure as part of the training process.
- Become knowledgeable about the type of supervision settings and requirements of the sites for required field experiences.
- Obtain information about the evaluation procedures.
- Become aware of where to receive up-to-date employment prospects for graduates.
- Meet with my advisor at least once each semester.
- Obtain professional liability insurance before beginning field experiences.

(Revised August 2016)
Course Revalidation Policy

Course revalidation Policy: When recommended by the student’s advisory committee and approved by the graduate dean, as many as six credit hours of graded coursework taken at Clemson University, completed outside the six-year time limit, may be revalidated by a written comprehensive examination based on the latest syllabus and course content. Independent study courses are not subject to revalidation. Courses completed outside the six-year time limit at an institution other than Clemson University may not be transferred to Clemson. Courses taken at any institution other than Clemson University may not be revalidated for credit at Clemson. Procedure for student: Students desiring to request revalidation of courses should contact the graduate program coordinator for instructions on how to proceed. Procedure for department: Form GSCV, “Recommendation for Course Validation,” must be completed and sent to the Office of Enrolled Student Services, 104D Sikes Hall, once it is approved by the instructor and the department chair. The revalidated credits will be posted on the student’s transcript once the student becomes a candidate for graduation.

EDSA Policy and Procedures for Transferring in a Course

This policy applies to students in the student affairs program having already 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 his/her 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.

(Revised August 2016)
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 8030 Student Development Services in Higher Education requirement because I completed an equivalent graduate level course, EDHE 5322 Student Services in Higher Education, during Fall 2013 at Texas Tech University. I have attached the syllabus from that course.

_________________________________________  Date

Student signature

_______ 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.

_________________________________________  Date

Advisor Signature

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.

(Revised August 2016)
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 your major advisor.

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](http://www.clemson.edu/graduate/students/new-student-to-do.html) Also, review the Graduate Student Guidebook for programs and services - [http://www.clemson.edu/graduate/students/index.html](http://www.clemson.edu/graduate/students/index.html)

5. Arrange a meeting with assigned advisor before taking any graduate courses.

6. Transfer in no more than 12 hours of graduate credits from another university, as approved by your advisor (see policy in the above section in this handbook).

7. Retain a grade point ratio of at least 3.0.

8. Arrange a meeting with assigned advisor prior to each semester you’re enrolled to ensure your program of study with a minimum of 42 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.

10. Complete the required program of study (**Form GS2**) during the first 12 months of enrollment. Each student should work with his/her advisor as to when the completed GS2 should be submitted to the Graduate School. This form must be officially recorded in the graduate school for each student before taking final examinations.

11. Complete all course work within six years of taking the first course (including any graduate courses to be transferred in).

12. Complete the minimum credit hours required by the program to qualify for taking the final examination and register to take the final exam with the final exam coordinator.

13. Pass the final examination and apply for graduation through your iRoar account. Choose “Apply for Graduation” under the “Student Record” menu. If you have questions or problems about applying for graduation, call Enrolled Services at (864) 656-5339 or 656-5341.

14. Familiarize yourself with all graduate school deadline dates available at

(Revised August 2016)
Deadlines for submitting your program of study (GS2), ordering your diploma, and applying for graduation can be found at this site. Note that late fees may be assessed if you do not adhere to published deadlines.

The final responsibility for following all Graduate School procedures rests with the graduate student. Problems should be referred to the office of:  
The Graduate School  
Enrolled Student Services  
104-D Sikes Hall  
864-656-5339 or 656-5341  
864-656-0622 FAX

University Academic Calendar

Important dates for graduation and enrollment can be found at: 
http://www.registrar.clemson.edu/html/Acad_Cal.htm

Curriculum

Central to any program is an intentional and unified curriculum rather than simply a collection of courses. The Counselor Education-Student Affairs curriculum was guided by the Council for Advancement of Standards in Higher Education Administration (CAS) and by the ACPA/NASPA Professional Competencies.

Clemson University has established this curriculum to create programs that provide students with knowledge, skills, and self-insight so as to enhance their performance as facilitators of clients' coping, decision-making, and problem-solving skills. There has been a conscious effort to avoid indoctrinating students and instead to increase sensitivity to a variety of approaches of increasing a student’s awareness of freedom, of personal responsibility, and of options for the future. In addition to the classroom experience and field experience, students are encouraged to participate in workshops, seminars, and other activities that contribute to personal and professional development.
Program Curriculum Requirements
Master of Education Degree – Student Affairs
(42 Semester Hours)

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>Semester Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7650 Assessment and Evaluation in Higher Education</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDL 8550 Applied Research in Higher Education</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDL 8850 College Student Support Skills</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8030 Student Development Services in Higher Education</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8040 Theories of Student Development in Higher Education</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8060 Student Affairs Issues</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8080 Ethical and Legal Issues in Student Affairs</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8090 Higher Education Administration</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8110 Multicultural Counseling</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8190 The Contemporary College Student</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDL #### Special Topics Course</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal – 33 hours</strong></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Field Experiences</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSA 8340 Student Affairs Practicum + Lab</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8440 Student Affairs Internship + Lab</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>EDSA 8440 Student Affairs Internship + Lab</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal – 9 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total – 42 hours</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 advisors to ensure proper sequencing of courses. It is highly recommended that all students follow the following course sequencing in order to build foundational knowledge and skills.

Students must be in constant contact with their advisors as certain courses may or may not be offered each semester. Students are advised to meet with their academic advisors each semester.

(Revised August 2016)
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, credits of long-summer are acceptable or three credits must be taken in each five-week term).

**FIRST YEAR – STUDENT AFFAIRS MAJORS**

<table>
<thead>
<tr>
<th>Graduate Assistantship Levels</th>
<th>EDSA 8030</th>
<th>EDSA 8040</th>
<th>EDL 8850</th>
<th>EDSA 8090</th>
<th>EDSA 8110</th>
<th>EDSA 8340</th>
<th>EDL 7650</th>
<th>EDSA 8440 I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FT 9 mth GA</strong></td>
<td>FALL</td>
<td>FALL</td>
<td>FALL</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SPRING</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>FT 12 mth GA – Aug.</strong></td>
<td>FALL</td>
<td>FALL</td>
<td>FALL</td>
<td>SUMMER</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SUMMER</td>
</tr>
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</table>

**SECOND YEAR- STUDENT AFFAIRS MAJORS**

<table>
<thead>
<tr>
<th>Graduate Assistantship Level</th>
<th>EDSA 8440 I</th>
<th>EDSA 8080</th>
<th>EDL ####</th>
<th>EDL 8550</th>
<th>EDSA 8060</th>
<th>EDSA 8190</th>
<th>EDSA 8440 II</th>
<th>Ghost Class/Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FT 9 mth GA</strong></td>
<td>FALL</td>
<td>FALL</td>
<td>FALL</td>
<td>FALL</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SPRING</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>FT 12 mth GA – Aug.</strong></td>
<td>SUMMER</td>
<td>FALL</td>
<td>FALL</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SPRING</td>
<td>SPRING</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

**Field Experiences**

Please see the program area-specific Field Experience Manuals 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.

(Revised August 2016)
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 his or her academic advisor about reasons for leaving the assistantship as well as 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 the Clemson University Graduate Assistant Recruitment and Selection (CU-GARS) process, the student is required to sign up by the deadline, February 1. The student is also required to communicate intent to participate in CU-GARS to his/her academic advisor as well as his/her GA supervisor before the February 1 deadline.

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

**Grade Appeal Policy**

A student wishing to protest a course grade must first attempt to resolve any disagreement with the course instructor. If a satisfactory resolution cannot be reached, the student may follow the procedures under “Academic Grievance Policy” in the Graduate School Policy Handbook (http://www.clemson.edu/graduate/students/policies-procedures/index.html).

**Academic Standards**

- A minimum grade of C must be achieved in all course work to obtain graduate credit.
- A cumulative B average (3.0 GPA) must be maintained for all courses listed on the Plan of Study 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.

(Revised August 2016)
Clemson’s Graduate Student Academic Probation Process

A graduate student may be dismissed from the Graduate School at any time for failure to maintain an adequate academic status or to maintain satisfactory progress. Adequate academic status is a 3.1 cumulative grade point ratio in all coursework attempted since admission to the Graduate School, including undergraduate coursework taken as required prerequisites or co-requisites. Satisfactory progress includes work on research, theses, dissertations, qualifying or comprehensive examinations and/or required projects. Notification of dismissal is sent to the student by the Graduate School.

Procedure for department: At the end of each semester, major advisors are contacted to document the desired action to be taken regarding students with grade point averages below 3.0 — either those who failed to remedy a previous probation or those newly added to the list of students on probation. Major advisors are asked to identify to the Graduate School the level of probation (PB-1; PB-2; or PB-3) to be assigned to each student. A student recommended for dismissal by the major advisor will receive a letter of dismissal signed by the Dean of the Graduate School, the only individual authorized to dismiss a student. Note that a student may appeal a dismissal if he/she believes the dismissal to be unfair or improper.

Dismissal

A graduate student may be dismissed from the Graduate School at any time for failure to maintain an adequate academic status or to maintain satisfactory progress. Adequate academic status is a 3.0 cumulative grade point ratio in all coursework attempted since admission to the Graduate School, including undergraduate coursework taken as required prerequisites or corequisites. Satisfactory progress includes work on research, theses, dissertations, qualifying or comprehensive examinations and/or required projects. Notification of dismissal is sent to the student by the Graduate School.

Procedure for department: At the end of each semester, program coordinators are notified of students who have grade point averages below 3.0 — either those who failed to remedy a previous probation or those newly added to the list of students on probation. The Graduate School will designate the level of probation (R-1 or R-2) to be assigned to each student or will determine that the student should be dismissed. A student may be recommended for dismissal by the program coordinator or may be administratively dismissed by the Graduate School. A student recommended for dismissal by the program may have failed to maintain either an adequate academic status or satisfactory progress. A program wishing to recommend dismissal of a graduate student should submit a request, along with a rationale, to the Dean of the Graduate School. Note that a student may appeal a dismissal if he/she believes the dismissal to be unfair or improper.

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Professional Standards

In addition to maintaining high scholastic standards, students enrolled in the counselor education 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 legal and ethical competencies
- Demonstrate commitment to inquiry
- Display self-awareness
- Embrace advocacy dispositions

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

In some instances, faculty may become concerned about a student's suitability for entry into his or her 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, the following:

- Violation of professional standards or ethical codes;
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- 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 Counselor Education-Student Affairs program does not guarantee his or her fitness to remain in the program. The counselor education faculty is responsible for ensuring that only those students who continue to meet the Counselor Education-Student Affairs program’s academic and professional standards are allowed to continue in the program, and they engage in efforts to remediate concerns as they arise.

(Revised August 2016)
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 counselor education faculty and course instructors (including adjunct faculty members) who interact with counselor education students are expected to consistently monitor students’ academic and professional performance and to address concerns as they arise. 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 to 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 his/her 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 department chair 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.

(Revised August 2016)
Counselor Education 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 s/he has 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 his/her own behalf;
- If the committee determines that the remediation plan requirements have been met, the student will be permitted to move forward in his/her program with assistance from the advisor;
- If the committee determines that the remediation plan requirements have not been met, they will make a determination 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

It is the policy of the Graduate School to address all grievances of an academic nature filed by enrolled graduate students. Graduate student grievances are heard by the Graduate Academic Grievance Committee. Grievances must be filed with the Graduate School within 60 days of the alleged act and may involve the following:

1. Violations of program, department, college or Graduate School policies and procedures related to final grades in courses or research (8910 or 9910);
2. Violations of program, department, college or Graduate School policies and procedures related to the completion of any academic requirement including theses and dissertations, oral or written comprehensive examinations, and
3. Graduate student assistantship employment including allegations that offers of assistantship appointments made during recruiting were not honored after enrollment.

The Graduate Academic Grievance Committee will not hear allegations of discrimination based on age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran’s status. All such allegations or complaints should be submitted to the Office of Access and Equity.

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

(Revised August 2016)
EDSA Policy for Independent Study

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

(Revised August 2016)
Final Examination Requirement

Upon completion of 33 credit hours, students in the 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 Plan of Study form on file with the graduate school prior to taking the final examination.

The final examination will consist of two parts—five written questions and a 20-minute oral examination. The written questions will be distributed and students will have two weeks to make notes and comments. After the two-week period, students will have an oral examination.

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. More specifically, 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 consists of an oral defense of two (2) randomly selected questions. The program faculty members have created these questions and will grade students’ answers on a Pass/Fail basis. The final examination will pose practitioner-inspired questions which: (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.

- The total time of the final examination will be 20 minutes.
- Please show up for assigned session on time; if you have a challenge with your date/time then it is your responsibility to get another student to switch dates/times – **if you do make a switch be sure to notify the program faculty.**
- Students will have approximately 10 minutes to answer each question and engage in professional dialogue with program faculty.
- Students will be given five (5) questions to study in order to prepare for the examination.
- Students are required to make note sheets that illustrate their preparation for the final examination and bring these sheets to the oral defense. (NOTE: there is no specific format for these note sheets. Prepare them as you see fit and in a manner that allows you to quickly reference the appropriate information. Maximum of one-page front/back per question allowed. Be sure your name is on these pages.) The program faculty will keep your note sheets as documentation of your final exam.
- Students will also be allowed to bring a copy of the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners to the examination.
- The tone of this examination will be that of a professional conversation and will constitute a reciprocal dialogue between students and faculty.

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Students should see their advisors for more information. Faculty reserve the right to develop other types of final exams with due notice and time for preparation given to the students.

**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” on for Graduate Students including these URLs for the Grad School Philosophy and policy:

http://www.clemson.edu/studentaffairs/student-handbook/universitypolicies/academic-grievance.html

**Accommodations for Students with Disabilities**

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

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class.

Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, Academic Success Center, 864-656-6484. Details on policies and procedures are available at www.clemson.edu/SDS.

If a student has a documented disability that requires accommodation, he or she must notify the professor in writing during the first week of classes. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."

For more information: http://www.clemson.edu/campus-life/campus-services/sds/

(Revised August 2016)
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 (e.g. opposition to prohibit discrimination or participation in any complain process, etc.) 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. The policy is located at: http://www.clemson.edu/campus-life/campus-services/access/non-discrimination-policy.html. Jerry Knighton serves as Clemson’s Title IX Coordinator, and can be reached at knightl@clemson.edu or 656-3181.

Technology

The Counselor Education-Student Affairs program recognizes and embraces the growing use of technology in student affairs administration. Therefore, students are expected to develop proficiencies in technological skills. The faculty members have included technology into the program training experience in order 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. Students are expected to use technology in the classroom to enhance rather than to hinder the learning process.

Communication

All students are automatically assigned a Clemson University e-mail account and web space upon receiving their user ID and password. Your university e-mail 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 e-mail account through the CCIT website.

Instructional Methods

All courses use a course management system. The advantage of a course management system is that it creates a course website that allows instructors and students to participate in a virtual experience in traditional courses. If your instructor uses this system in his or her course, you will be able to (1) communicate with instructor and fellow classmates via e-mail, 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

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converted the end-of-semester student evaluation procedure to an online survey.

**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 possess a basic working knowledge of their computer system.

Please refer to the CCIT website: [http://www.clemson.edu/ccit](http://www.clemson.edu/ccit) for the recommended computer system specifications and software of contact the CCIT Help Desk at 864-656-3494.

**Select 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 - [https://www.clemson.edu/graduate/students/index.html](https://www.clemson.edu/graduate/students/index.html). Below is an abbreviated list of services.

**Center for Career and Professional Development:**
[http://career.clemson.edu/](http://career.clemson.edu/)
Assistance with resume and cover letter preparation, interviewing skills, job search, etc.

**Counseling Services:**
CAPS is the University’s only facility for personal counseling, psychological testing, outreach, and consultation. It provides direct services to students and to spouses or partners of students 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.

Staff members provide a variety of services to a diverse student population that range from individual psychotherapy to assessing students for learning disorders. 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 week-long rotations.

Services available to students include individual counseling; group counseling; couples counseling; and personality, learning disorder, and ADHD assessment. Numerous counselors are also available in the community, and the faculty are happy to make referrals.

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Student Health Services

Student Health Services: http://www.clemson.edu/campus-life/campus-services/redfern/Redfern Health Center has more than 60 health care professionals who provide medical, psychological, and wellness services to a diverse student population. The center’s goal is to help students stay healthy so they can focus on and succeed in their academic endeavors. Redfern emphasizes 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:

1. Receives the most recent publications about issues and topics in the field.
2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops.
3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.
4. Has a method of direct involvement with activities and issues pertinent to the profession.
5. Is affiliated with other professionals having similar interests and areas of expertise.
6. Has a way to 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 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 Clemson University 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.

(Revised August 2016)
American College Personnel Association (ACPA)

Headquartered in Washington, D.C. at the National Center for Higher Education, ACPA is the one of the leading comprehensive student affairs associations 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 another leading association for the advancement, health, and sustainability of the student affairs profession. The association provides 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://sc.myacpa.org/.

American Counseling Association (ACA)

With nearly 45,000 members, the American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. A discounted dues rate is available to graduate students enrolled half-time or more in a counseling program. Application forms may be obtained from each faculty advisor or at www.counseling.org.

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Student Affairs Program of Study Faculty

**Dr. Tony Cawthon**
Alumni Distinguished Professor  
211B Tillman Hall  
864-656-5100  
cawthot@clemson.edu  
Research Interests: student affairs administration, student development theory, multicultural, new professionals

**Dr. Pamela Havice**
Professor  
210 Tillman Hall  
864-656-5121  
havice@clemson.edu  
Research Interests: technology, distance and distributed learning, student affairs administration, multicultural issues, innovative learning environments

**Dr. Michelle Boettcher**
Assistant Professor  
214 Tillman Hall  
864-656-1466  
mboettc@clemson.edu  
Research Interests: Judicial affairs and student responsibility in higher education; Faculty and organizational development; College student leadership development; Supervision and staff development in student affairs; Crisis management in higher education

**Dr. Natasha Croom**
Assistant Professor  
322 Tillman Hall  
864-656-5111  
nncroom@clemson.edu  
Research Interests: Undergraduate women of color and identity development; Faculty governance and advancement; critical race theory and critical race feminism in higher education research and practice

**Dr. Rachel Wagner**
Assistant Professor  
318 Tillman Hall  
864-656-5105  
rwagne3@clemson.edu  
Research Interests: Gender issues in higher education, specifically as they relate to feminisms and masculinities; social justice in student affairs; alternative epistemologies, methodologies, and representations of knowledge; critical theories and pedagogies.

(Revised August 2016)
Dr. Robin Phelps-Ward
Assistant Professor
208 Tillman Hall
864-656-4278
rjphelp@clemson.edu
Research Interests: Minority college student mentoring (two and four-year), Formal mentoring programs, Intersectionality of race and gender in higher education, Innovative teaching pedagogy and instructional technology

Administrative Assistants

Sally Glenn, 864-656-4777, sallyg@clemson.edu, and Teresa Kelley, 864-656-3484, tkelley@clemson.edu, are the two administrative assistants serving the unit. Sally works directly with administrative issues and Teresa serves as the financial support staff.

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