FROM THE EDITOR

Dear Clemson Family Members,

Congratulations and welcome to the Clemson Family! By supporting your student through their college journey, you are just as much a part of the Clemson Family as your student. We hope you embrace the spirit of Clemson and take advantage of all we have to offer. Over the next several years, your student will be presented with a myriad of opportunities and experiences as we prepare and empower them to make a difference as global citizens.

Through engagement with academics and all aspects of student life, we hope our students are able to achieve their personal and professional goals. Clemson provides an array of resources to help them thrive, both inside and outside of the classroom.

As a supporter of your student, you are critical to their success in college, and we want to ensure you have the tools to continue supporting them throughout their Clemson journey. This Family Handbook will guide you through student experiences and allow you to connect with specific Clemson services and resources. We hope you will take time to familiarize yourself with the many sources of support offered at Clemson University.

We understand this time may also be a large change for your family, and you are experiencing your own transition into Clemson and into a new season of life. It is our hope the communications, initiatives and events detailed below will help you feel connected to Clemson consistently as you and your student navigate this next chapter.

2022-23 Family Experience Calendar

This calendar includes many important dates, deadlines and tips to guide you through the academic year and keep you connected with what is happening on campus. These will be given out throughout the year, starting at this summer’s in-person Ready Set Roar! Orientation sessions, but they can also be mailed upon request.

Clemson Parent and Family Experience

- Fall Family Weekend, set to take place September 16-18, 2022, includes a variety of social and academic offerings usually centered around a home football game. This year’s Fall Family Weekend will include academic open houses, a Tiger Family Tailgate, a Farewell Brunch and much more. Registration information and schedule details will be released through the Clemson Parent and Family Experience portal, as well as the Center for Student Leadership and Engagement website.

- Spring Family Weekend offers families a chance to connect with their student on campus, enjoy our many outdoor rec opportunities, tailgate before our Spring Football Game and simply spend time together as the season begins to warm up. This event is usually centered around a home baseball weekend and typically falls in early April. More details about Spring Family Weekend will be communicated once athletics schedules for the spring semester are confirmed.

Clemson Parent and Family Webpage

clemson.edu/parents

- This webpage is designed specifically for families to get the information they need quickly. It also provides many resources to help families adjust to their student being in college.

Social Media

- @ClemsonCSLE on Facebook
- @clemson_csle on Instagram
- @ClemsonSA on Facebook, Twitter, YouTube and TikTok
- @clemson_sa on Instagram

The Division of Student Affairs staff is always available to assist your student as well as all members of the Clemson Family. We certainly hope you will call on us if a need arises. Best wishes to you and your family for an amazing Clemson experience!

Sincerely,
Casey Ford
Assistant Director of Student Transitions
The Center for Student Leadership and Engagement

Located in Clemson, just 5 minutes from the Clemson University campus, the Inn at Patrick Square is the number one choice for discerning travelers visiting the university. Elegant interior spaces and friendly staff offer guests a sophisticated boutique lodging destination showcasing both southern hospitality and modern luxury. Visit innatpatricksquare.com or call 864.543.0600 to book your stay today.
INTRODUCTION

This guide is divided into several sections to follow your student’s entire collegiate experience. Each section will briefly talk about the college student experience and how new growth can occur through many different social and learning opportunities offered at the University. It also covers common topics we see at different times of the year. Most sections also feature a “How You can help section, which provides specific ways you can do to support your student as well as questions you might want to consider asking your student. You may also notice the use of “Clemson lingo” throughout this booklet. These are acronyms or terms commonly used by students, faculty and staff. This booklet is intended to be kept and utilized as a resource during your student’s time at Clemson.

UNIVERSITY STRUCTURE

Clemson University has several divisional units working together to make the University run smoothly every day. The two main units both your student and your family will work with the most are the academic colleges and the Division of Student Affairs.

There are seven academic colleges within the University, separated according to disciplines: sciences, arts and humanities, and so forth. From there, majors are structured within an academic college. For example, your student may be an English major in the College of Arts and Humanities at Clemson University.

The Division of Student Affairs creates and oversees student-centered campus programs from a variety of departments. There are countless campus initiatives aimed at improving daily life, safety and development for each and every student at Clemson. Campus recreation, residential living and learning, student activities and events, Orientation, career services, student health, and community and ethical standards are only a few programs covered under the division’s umbrella.

UNIVERSITY POLICIES AND PROCEDURES

There are many policies and procedures put in place to keep the University functioning. Academic policies (see page 12) are outlined to inform students of any policy or procedure that affects the progression in their curriculum through graduation. Further, protocols related to students’ rights, responsibilities and conduct are found in the Student Handbook.

Student Handbook

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

Student Code of Conduct

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

- Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. A Clemson student is expected at all times to respect for community, civil rights and the others

and to exemplify the Clemson University core values of integrity, honesty and respect.

- Clemson University supports the concept of education when misconduct occurs. When a student is not a danger to the University community or when the repetition of misconduct is unlikely, the University will make an effort to educate the student through a sanction; but should the student demonstrate an unwillingness to obey the rules governing conduct, they may be separated from the University.

Federal Laws

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

FERPA

The Family Educational Rights and Privacy Act (FERPA) allows students certain rights of privacy with respect to their academic records (grades, faculty and advising conversations) and Student Health Services health records (both medical and counseling records).

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

Tucker Hipps Transparency Act

In accordance with the Tucker Hipps Transparency Act (South Carolina Code of Laws Section 59-103-20 et seq.), Clemson University maintains a report of all actual findings of violations of the University Student Code of Conduct, including but not limited to alcohol, drugs, physical assault and hazing violations for the past four years. The report can be found at bit.ly/CU/Transparency.

Points of Contact

An encompassing list of University contacts is available at the back of the document (see page 52). Please contact us if you need assistance or more information. The following are a few additional sites that may be helpful:

- FERPA — bit.ly/CUferpa
- Advocacy and Success — bit.ly/CUadvocacy
- Student Handbook — bit.ly/CUhandbook

HOW YOU CAN SUPPORT: FERPA

The University understands family support is key important for student success, and it can be incredibly frustrating not knowing what is going on academically or health-wise in a student’s life. However, there are also laws we are obligated to abide by for the protection of our students. This is a different stage of life where students are becoming adults, and parents and family members are learning to trust their students to make good decisions. Giving students encouragement and support will help them make better choices and find success during their time in college.

PARENT TESTIMONIAL

“Certainly, sending our first born off to college was a much more emotional end of the day, you need to be confident you have raised your child well, they can do what they need to do. However, there are also laws we are obligated to abide by for the protection of our students. This is a different stage of life where students are becoming adults, and parents and family members are learning to trust their students to make good decisions. Giving students encouragement and support will help them make better choices and find success during their time in college.”

Michael and Angela Clark
 Ft. Myers, Fla.

EARLY ACADEMICS
During your student’s transition through their first year at college or at a new college, there may be several highs and lows you experience as your student call and texts home throughout a day, week or month. Ultimately, we want the same outcome as you — for your student to be safe, healthy and successful at Clemson University. The information gathered in the next several sections is designed to help you understand and maintain academic guidance that is needed.

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

1. Attending Class
Today, so many high schools have different attendance policies; therefore, it is easy to see why students have different points of view on attending class. In higher education, class attendance is the number one way to stay on track with academic progression and engage with faculty.

2. Time Management
Time management is something students constantly experience throughout their time in college. Time can get away from students, trying to balance a full course load, maintain friendships or make new ones, stay involved on campus and perhaps work part-time. All of this combined can cause concern for anyone attempting to manage time wisely. Attending classes should be treated as if it were a full-time job. A full-time job requires roughly 40 hours a week. An average course load is 15 hours per semester, so you could look at it this way: 30 hours of study + 15 hours of class = 45 hours per week.

3. Communication with Faculty
At Clemson, we found faculty-student interactions significantly support academic success and performance. Faculty are excited about their field of study and want to engage students in the field. Faculty also administer the grades each semester, so a student who takes their time to get to know their faculty member will stand out and become known to them.

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

ACADEMIC SUPPORT
Academic Success Center
During their first semester of enrollment at Clemson, students may find the academic expectations and rigor at Clemson to be at a higher level than expected. The Academic Success Center staff provides students with the support they need to be confident, independent and lifelong learners. The Ted G. Westmoreland Academic Success Program provides academic programs designed for students’ academic and personal success. These programs, offered to all undergraduate students, include Peer-Assisted Learning (PAL) sessions, LearningLab Tutoring, Academic Coaching and Success Strategy Workshops. There’s something for every student at the ASC.

Academic Coaching
Academic Coaching allows students to see themselves, their skills and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies. An academic coach equips each student with a toolkit of tangible strategies while demonstrating unconditional positive regard as an ongoing source of support and connection within Clemson University. Individualized coaching appointments typically last between 30 and 60 minutes and occur on a regular basis throughout the semester.

Course Support Programs
Peer-Assisted Learning (PAL) is a series of twice-weekly interactive peer-facilitated study sessions for students enrolled in historically difficult classes. The PAL program has received international recognition for its effectiveness. PAL sessions are facilitated by an upperclass PAL leader who completed the course at Clemson and earned an A or B. The PAL leader attends all class meetings and guides their peers through the course material throughout the semester. PAL leaders are trained to integrate course content (what to learn) and study strategies (how to learn) into the PAL sessions. The PAL leaders also help students organize class material, compare notes, discuss difficult concepts, develop strategies for studying the subject and master content. Data shows students who participate in PAL on a regular basis (six or more visits during a semester) earn a higher percentage of As and Bs and a lower percentage of Cs, Ds, Fs and withdrawals (Ws) than non-participants.

Tutoring is available for a variety of courses. Students can attend by scheduling a one-on-one appointment online. Tutoring sessions are led by an upperclass tutor who completed the course at Clemson and earned an A or B in the course. Tutors assist students by sharing strategies for learning challenging course material and empowering students to become independent learners. Clemson’s tutoring training is certified by the College Reading and Learning Association (CRLA). Tutoring is offered throughout the week in the ASC or online in an interactive video appointment. The ASC website (clemson.edu/asc) is the best place to check for a current listing of courses, to access video links, and to view locations and times. Students seeking tutoring for courses the ASC does not support may access the Tutor Matching Service to identify Clemson students who are available to tutor for a fee. LearningLab is available for any student enrolled in any course. Students can work with peer learning consultants (PLC) who can help students identify effective learning and study strategies they can utilize for their courses. The peer learning consultant can also refer students to other helpful success services.

PARENT TESTIMONIAL
Mary Blount
Atlanta, Ga.

"I had no one to talk to about leaving Clemson. It was so hard for me because this was my dream, and I didn’t want to look weak. I felt I had to keep fighting and not show any signs of weakness and I had to keep pushing. It took me the whole fall semester to make up the grades, and then the next semester was even worse. We got our grades back for the spring semester, and I was so relieved. I wasn’t able to get my grades up to what they needed to be, but I was able to maintain a D average. I’m glad that I did not give up on my dreams and I would not have been able to do that without Mary Blount, my academic advisor. She helped me figure out what classes to take and how to study. She also helped me find a tutor for my science class. I feel like I’m doing much better now and I’m glad I didn’t give up on my dreams.”"
Success Strategy Workshops
Sign up for Spring Workshops are offered during the Fall and Spring semesters on a variety of success techniques and strategies designed to help students excel and succeed at Clemson.

Top Things to Know About the Center
- More than 96% of students who participated in ASC services would recommend us to their friends.
- The Center provides free learning strategy handouts and student planners.
- Using ASC services helps students succeed at Clemson. The ASC building has study areas for quiet individual study or group meetings. Students who participate in ASC services have higher GPAs than those who don’t participate.
- The Center offers online videos on a variety of personal and academic success topics students can access 24/7 at clemson.edu/asc
- Nearly 70% of new students utilize one or more of the center’s services.
- Printers are available on the first floor to print out assignments.
- Nearly 70% of new students utilize one or more of the center’s services.
- The ASC has great jobs for students, employing more than 200 students in leadership roles each year.
- Our staff is about your student’s success! When they succeed, we succeed.
- Nearly 70% of new students utilize one or more of the center’s services.

Last day to drop a class or withdraw from University without a W:
- Once a class is dropped, it is never seen on the transcript. If the class is properly withdrawn by the last day to drop without a W, no grade calculation or grade point is impacted.
- Last day to drop a class or withdraw from University without final grades: Dropping a class after the last day to drop will result in a W noted on the transcript with the course title, but no grade calculation will be completed.

Bill Paying Deadlines
There are separate deadlines outside of the academic calendar that need to be followed, such as submitting a student’s payment of tuition and fees. It is vital to meet these deadlines, so your student does not incur late fees or have classes dropped from their schedule. The financial section (see page 36) provides more in-depth information on college finances and financial deadlines.

MIDTERM PROGRESS ALERTS
Each fall and spring semester, instructors are asked to submit midterm academic progress reports to CU Navigate for first-year students enrolled in courses. As instructors enter this data into CU Navigate, students will receive an email with the grade and any comments the instructor provided.

If a student does not receive midterm grade feedback for a course, the student is strongly encouraged to contact their instructor directly to request this feedback. It is the student’s responsibility to know how they are performing in a course. It is also important to know the final date to withdraw from a course without a failing grade for the semester. This date can be found on the academic calendar. If a student is considering withdrawing from a course, they should consult their advisor.

PARENT TESTIMONIAL
"Our son’s acceptance into Clemson was the culmination of four years of hard work during high school. We wanted him to learn to succeed at this next level on his own. We suggested he go to know his professors and utilize the Academic Success Center and Student Accessibility Services. His first year was a learning process. He studied vigorously through academics in the Dean’s List, but worked so hard he rarely left the library and his health suffered. By his sophomore year, he learned how to balance his studies and get some exercise — still make the Dean’s List but have some fun as well. College is definitely a journey, both through academics and growing into an adult. Building is such a wonderful place for this to happen.”
Nomi and John Russi
North Charleston, S.C.

ADVISING AND REGISTRATION

To ensure students receive both personal and professional assistance in navigating through curricula and University requirements toward degree completion and graduation, each student is assigned to an academic adviser (either professional or faculty adviser). Advisers are available to assist students with issues related to degree planning, course selection, withdrawals, degree requirements, academic policies, academic difficulty, campus resources, internships/practicum opportunities and career/graduate school planning.

Academic advising and registration take place in the fall for the following spring and summer semesters and in the spring for the fall term. Registration dates can be found on the academic calendar. Each student is assigned a specific date and time, which will be determined when iROAR (Clemson’s student information system) where students can view their personal, financial and academic information is set to open course registration for them. This date and time is based on class standing and number of credit hours earned. In order for a student to be granted access to enroll in courses, as instructors enter this data into CU Navigate, students will receive an email with the grade and any comments the instructor provided.

Each fall and spring semester, instructors are asked to submit midterm academic progress reports to CU Navigate for first-year students enrolled in courses. As instructors enter this data into CU Navigate, students will receive an email with the grade and any comments the instructor provided.

Students are encouraged to reach out to their advisor if they are struggling in any of their classes for further guidance on how to proceed. Academic advisers will also reach out, via Clemson email, to any of their assigned students with two or more Ds or Fs. Although instructors are encouraged to put grade information in the system, some will provide it through Canvas or another forum they utilize for their courses.

If a student does not receive midterm grade feedback for a course, the student is strongly encouraged to contact their instructor directly to request this feedback. It is the student’s responsibility to know how they are performing in a course. It is also important to know the final date to withdraw from a course without a failing grade for the semester. This date can be found on the academic calendar. If a student is considering withdrawing from a course, they should consult their advisor.
ACADEMIC POLICIES
While academic policies are items for students to know, we want to give you the information first-hand to help guide your student in the right direction as conversations arise. You can find academic policies posted in the Academic Regulations section of the Undergraduate Catalog (catalog.clemson.edu). Additionally, Clemson’s general education requirements and each major’s curriculum is outlined in the catalog. This is an excellent resource to answer questions related to all academic policies and procedures. As a parent or family member, here are a few common policies of which to be aware.

Academic Forgiveness
The 2022-23 Academic Forgiveness Policy will be updated and published in August. Visit clemson.edu/Registrar/student-menu/student-records/academic-forgiveness.html for the most up-to-date information.

Academic Probation
Students who fail to maintain a cumulative GPA of 2.0 or higher will be placed on academic probation. No notation concerning probation will appear on the student’s permanent record. A student on academic probation may enroll in a maximum of 16 credit hours, unless permission for a higher course load is granted by the academic adviser. Students on academic probation are expected to participate in the Academic Recovery Program.

GENERAL ACADEMIC INFORMATION
Choosing and Declaring a Major
When your student applied to Clemson, they may have selected a major. Some majors are broad, and concentrations do not need to be selected until they progress and complete basic coursework. Other majors are more specific in their expectations, which will vary depending on each academic department and its corresponding process. Furthermore, a student may have applied to a general major (e.g., general engineering). Their advisers will walk them through the process to declare a specific major or concentration.

Changing a Major
A student wishing to change their major should consult the Undergraduate Announcements first. Instructions on how to switch into a specific major can be found under the desired major. Certain majors require a specific GPA and/or number of credit hours while some majors also require an application process and provide specific deadlines to apply for each semester or academic year. A student wishing to change their major is strongly encouraged to reach out to an adviser in the major they would like to switch to and notify their current adviser immediately. In addition to the requirements listed above, students who wish to change their academic program must submit an Undergraduate Change of Program request in the Student Records tab in iROAR. The request must be approved by both the current and new academic departments.

ACADEMIC SUPPORT

CHANGING A MAJOR
Encourage your student to schedule an appointment with the Center for Career and Professional Development (CCPD) to start the career development process and learn about the Core Competencies employers and graduate and professional schools are seeking. The CCPD has developed a four-year career planning checklist, showing how students can begin doing things in their first year to build these competencies. The checklist includes the roles of students, parents and families and how the CCPD gives support. For more information, visit clemson.edu/career.

HOW YOU CAN SUPPORT: CHANGING A MAJOR
Keep in mind, October through early April is the busiest time. If a student is interested in changing majors, they should seek an advising appointment before these times.

GENERAL INFORMATION

INCLUSIVE COMMUNITY
The college campus introduces students to a diverse community of people from different races, cultures, genders, religions, socioeconomic levels, political perspectives, abilities and more. At Clemson, we, like many of our peer institutions, recognize the value a diverse community adds to the development of all of our students and faculty members. Clemson’s efforts to create a campus community where each student feels welcome and supported has garnered national attention by Insight Into Diversity magazine as a 2018 and 2019 Higher Education Excellence in Diversity Award recipient. Multiple campus departments work collectively to provide enriching experiences to promote personal growth.

Supporting our Multicultural Community
The Harvey and Lucinda Gantt Multicultural Center exists to support all students in enhancing their intercultural competence. Intercultural competence focuses on knowledge, skills and abilities to engage with individuals across differences, or more specifically, with individuals who have differing racial and ethnic identities, language or beliefs. Intercultural competence is a vital skill employers are seeking for our global economy. As students navigate their college experience, they will find the Gantt Multicultural Center to be supportive.

Clemson Online
Clemson Online staff are here to ensure all online students have access to the resources and support that comprise a first-class Clemson education. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students. More information can be found at the Clemson Online Webpage, clemson.edu/online/students.

PARENT TESTIMONIAL
“When our daughter needed more help in class, she turned to the Academic Success Center and attended sessions with a trained peer tutor. This experience gave her more confidence and new study skills, which she applied to all her classes. Her hard work was rewarded when she was able to make the Dean's List.”

Robin D. Stringer
Anderson, S.C.
advocates for all students while also challenging students to think about who they are and what that means for how they engage in our society.

Your student’s initial engagement with the Multicultural Center will likely be through our Community Dialogue program. Trained peer dialogue facilitators load all new students through a dialogue on a selected topic to discuss Clemson core values, understand the importance of different perspectives and dive into self-exploration into their backgrounds. Additionally, the center collaborates with students, faculty and staff to implement cultural celebrations and identity-based awareness campaigns, provide education through speakers and workshop series, and involve student organizations. For more information on the programs and services of the multicultural center, please visit bit.ly/CUGant.

Inclusive Student Excellence Programs

Clemson students from underrepresented or marginalized backgrounds are supported by a number of initiatives designed to advance their growth and development. These programs range from academic-based initiatives to general student support programs.

CONNECTIONS

CONNECTIONS is an initiative designed to assist first-year students with an emphasis on the needs of students of color (Black, Hispanic and Latino, Asian, Native American and multiracial) and/or first-generation students in their transition to college. Students have the opportunity to live in one of three designated living-learning communities and receive peer mentoring and support from professional staff members. For more information, visit bit.ly/CUCONNECTIONS.

COSMIC Science Peer Support

COSMIC provides support to incoming first-year students from underrepresented backgrounds within the College of Science. First-year students receive guidance from upperclass students from similar or shared backgrounds and interests. For more information, visit bit.ly/CUCosmic.

WISDOM

As an extension of the COSMIC Science Peer Support program, Women in Science Defining Our Moments (WISDOM) provides support to incoming first-year women within the College of Science. First-year students receive guidance from upperclass students from similar or shared backgrounds and interests. For more information, visit bit.ly/CUCWISDOM.

FIRST Program

First-generation college students at Clemson have the opportunity to receive support through the FIRST program. New first-year and transfer students are able to participate in social activities and have access to additional peer-led support. First-generation students also have access to their own student lounge space and speaker series. For more information, visit bit.ly/CUCFIRST.

PEER and WISE

Underrepresented students and women in engineering and science fields receive the support they need to accomplish their academic goals. PEER primarily provides support to students in the College of Engineering, Computing and Applied Sciences through its peer mentoring program, academic tutoring, study hall and speaker series. WISE provides similar support services and also includes a living-learning community for women in their second year. For more information, visit bit.ly/ClPWeWISE.

Call Me MISTER

The mission of the Call Me MISTER® (acronym for Mentors Instructing Students Toward Effective Role Models) Initiative is to increase the pool of available teachers from a broader more diverse background particularly among the state’s lowest performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

WAVS

Women in Animal and Veterinary Sciences (WAVS) is a living-learning community for first-year women majoring in Animal and Veterinary Science. WAVS supports students in developing relationships with their peers, faculty and staff within the AVS department. WAVS students benefit from social activities, personal development workshops and mentors.

Lavender Place

Lavender Place is an LGBTQIA+ Living Learning Community dedicated to affirming, embracing and advancing students who identify as part of, or allies of, the LGBTQIA+ community. Lavender Place offers an inclusive community where students can comfortably explore and express their identities and find equitable access to appropriate facilities such as bathrooms. Lavender Place is open to both new and continuing students of all gender identities and sexual orientations. Check out all of our identity-based Living Learning Communities online at housing.clemson.edu/housing/communities.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services coordinates the reasonable accommodation for students with documented disabilities in educational programs. Accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environments compliant with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Student Accessibility staff as early as possible, preferably prior to the first day of classes. Current documentation of a specific disability from a licensed professional is needed. Further details on policies and procedures can be found at clemson.edu/studentaccess.

CAMPUS INVOLVEMENT

GETTING INVOLVED

Students who are involved are generally much happier, make friends with common interests and also have the opportunity to meet upperclass students who can help them navigate the college experience. It also helps with time management and offers leadership opportunities. Student organizations are a great way to meet new people interested in what they do and to have their membership grow. The Center for Student Leadership and Engagement (CSLE) offers two intentional opportunities to help students find new ways to get involved. The first is Tiger Prowl, which is the University’s Student Organizations Fair. It takes place at the beginning of each semester. More than 300 organizations are represented at the event. The second program is The Hub, where CSLE will match your student with their interests and schedule a one-on-one conversation with campus resources. It is a great chance to sit down with someone from their college, a contact in the Center for Career and Professional Development (CCPD), an established leader in Clemson Undergraduate Student Government, or a staff member who can immediately come to mind when we think about what has directly impacted our daughters’ acclimation and success at Clemson University. Our oldest daughter graduated not only with her degree, but with a voice that rings with wisdom, a mind that considers others and a heart for service. Our rising sophomore is excited to be involved in Women in Animal and Veterinary Sciences and PEER Wise and is even considering becoming a CONNECTIONS mentor after having a very positive experience as a CONNECTIONS mentee. As her older sister, she knows that serving as an Orientation Ambassador this summer will afford her the opportunity to represent students of color who are considering Clemson as their future home. We are humbled and grateful that Clemson continues to foster a community that is diverse and inclusive for all students!

Chris and Leona Dinkins

Blythewood, S. C.

PARENT TESTIMONIAL

“CONNECTIONS, National Pan-Hellenic Council, Black History Month and the Orientation Ambassador Program immediately come to mind when we think about what has directly impacted our daughters’ acclimation and success at Clemson University. Our oldest daughter graduated not only with her degree, but with a voice that rings with wisdom, a mind that considers others and a heart for service. Our rising sophomore is excited to be involved in Women in Animal and Veterinary Sciences and PEER Wise and is even considering becoming a CONNECTIONS mentor after having a very positive experience as a CONNECTIONS mentee. As her older sister, she knows that serving as an Orientation Ambassador this summer will afford her the opportunity to represent students of color who are considering Clemson as their future home. We are humbled and grateful that Clemson continues to foster a community that is diverse and inclusive for all students!”

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Blythewood, S. C.

PARENT TESTIMONIAL

“CONNECTIONS, National Pan-Hellenic Council, Black History Month and the Orientation Ambassador Program immediately come to mind when we think about what has directly impacted our daughters’ acclimation and success at Clemson University. Our oldest daughter graduated not only with her degree, but with a voice that rings with wisdom, a mind that considers others and a heart for service. Our rising sophomore is excited to be involved in Women in Animal and Veterinary Sciences and PEER Wise and is even considering becoming a CONNECTIONS mentor after having a very positive experience as a CONNECTIONS mentee. As her older sister, she knows that serving as an Orientation Ambassador this summer will afford her the opportunity to represent students of color who are considering Clemson as their future home. We are humbled and grateful that Clemson continues to foster a community that is diverse and inclusive for all students!”

Chris and Leona Dinkins

Blythewood, S. C.
Talk with your student about when the best time for them to join a student organization to encourage extracurricular involvement and avoid frustration. They should consider becoming an RA in their sophomore, junior or senior year at Clemson. We encourage students to consider becoming an RA in their sophomore, junior or senior year at Clemson. The primary role of an RA is to serve as a mentor and role model for their residents. If a student is struggling with their transition to Clemson, or if they have a hard time navigating their roommate situation, their RA is available to help. RAs also play an important role in looking out for the safety and well-being of every student. Community desks are open from 7:30 a.m.-7:30 p.m. every Monday-Friday. When a desk is not open, an RA is available by cellphone to provide assistance. We strive to have healthy relationships that are safe and well-maintained. Students can help their RA create a safe environment by always carrying their keys, escorting their guests and paying close attention to safety tips on campus. Counseling & Psychological Services, the Office of Fraternity and Sorority Life, MGC and NPHC organizations, if students want to create a custom involvement matching experience, they can request a consultation with student organization consultations by emailing CSLE@clemson.edu or submitting the form found at bit.ly/custudentorg.

As an upperclass student, RAs have gone through a variety of experiences at Clemson. RA’s experience is different for each student, but the most important thing an RA does is help students connect to Clemson and provide opportunities for students to give back at Clemson and beyond.

Residential Experience Model
We believe that important learning happens outside of the classroom and residential environments play a role in that learning. Living on campus at Clemson University is a transformative experience that will prepare and empower students to explore who they are, connect with others and lead a fulfilling life on and outside of campus. We utilize the Residential Experience Model (REM), which provides a curricular approach to the living-learning environment that complements our academic curriculum and student experiences at Clemson and is rooted in student development and learning theory. RAs incorporate multiple strategies of engagement with residents throughout the year – including internal and external strategies, structured programs – to engage residents as individuals and connect them to a variety of resources in campus life to promote student success.

Living Through Roommate Conflicts
Most students would agree their first impression of college and having a roommate comes from movies. These movies often portray an unrealistic view of the college roommate experience. The scenario typically looks something like this: a student immediately (usually on move-in day) becomes best friends with their roommate, spends all of their time together, then usually always tidy and eventually they end up in one another’s weddings. Students also hear about college experiences from other people’s stories: someone who had a roommate that shared their food, their things, was very messy, etc. At this point, students anticipate that this is the absolute best or the absolute worst scenarios for their experience. In reality, roommate living probably falls somewhere in between. At Orientation each year, we ask our students how many of them have ever had roommates, and the majority share they have never had a roommate or even had to share a bathroom. It is incredibly valuable for your student to have realistic expectations of what this experience will be like. They most likely won’t be best friends from the first day. Relationships take time to establish, and it is realistic to think they may have some disagreements about things. They will most likely have very different ways of doing things. This is absolutely normal. Living with someone can be incredibly rewarding, and your student will be gaining more from this experience than they probably even realize. Guide them in figuring out how to get through these areas of conflict. For more information about living and dining on campus, visit clemson.edu/housing-dining.

Things to Consider
• Encourage your student to attend on-campus events, go see a movie or eat meals with their roommate. By setting aside time to spend with one another, they will begin to understand each other better.
• Encourage open-mindedness in your student and their roommate relationship. They can learn a lot from each other. Differences in culture, values and interests are different from their own.
• Advise your student to communicate expectations and avoid frustration. They should discuss individual expectations with their roommate. It is normal for roommates to have different expectations. Coming to a common agreement on what is expected for a living
space is an important part of living with another person. Some topics to address are study habits, sleep schedules, items for sharing, items for personal use, visitation hours and cleanliness.

Encourage them to talk it out with respectful communication. Students should speak openly and honestly about concerns and not let potential problems build up. If they need assistance, an RA can help to facilitate a conversation between roommates.

They may need to give each other space because sharing a room is a big adjustment for many people. Even if they are best friends, spending a lot of time together takes adjustment. Everyone needs alone time. Roommates often have different class schedules. However, if they don’t have a natural break from each other, encourage them to talk about creating one.

Schedule study times and encourage them to let one another know when important events (papers, projects, tests, etc.) are coming up.

Not all roommates become best friends, but most naturally learn how to get along with each other. The key to a roommate relationship is establishing shared expectations, communicating with each other and addressing conflict when it occurs. If your student feels unable to handle a situation with a roommate, Residential Living staff members are available to assist them.

It is recommended all students living on campus acquire renter’s insurance coverage or confirm coverage through their family homeowner’s policy.

RECREATION AND FITNESS

Campus Recreation

Through a variety of activities and experiences, Campus Recreation offers opportunities for your student to live an active, healthy and well-balanced lifestyle. Campus Recreation provides informal recreation and formal programming at three on-campus facilities: Fike Recreation Center, Douthit Hills Fitness Center, and the Snow Family Outdoor Fitness and Wellness Complex. Incorporating all eight dimensions of wellness into a student’s routine is a great way to help manage the daily stresses of college life.

Fitness and Wellness

Fitness classes are available for all skill and comfort levels. With everything from large-group fitness classes to small groups and personal training, Campus Recreation has many options to fit your student’s fitness and wellness needs. Formats include cycling, dance fitness, mind, body, functional training, strength and cardio.

In addition, the Wellness Zone in the lobby of Fike provides a space to relax between classes and learn about campus resources to help them be well during their time at Clemson.

CORE

Clemson Outdoor Recreation and Education (CORE) provides your student the opportunity to enjoy outdoor adventures in and around the Clemson area. CORE adventure trips are a great way for students to connect with their peers as they participate in exciting outdoor activities such as whitewater rafting, rock climbing, hiking and more. In addition to adventure trips, CORE’s rental program gives students access to the equipment and expertise they need to safely enjoy a range of outdoor activities. New this year, CORE has a new home at the Snow Complex; be sure to check out the Andy Quattlebaum Outdoor Education Center on the lake!

Intramural Sports

The Intramural Sports program serves as a great social and competitive outlet for your student. Students can participate with or against their peers in various sports seasons and tournaments. Intramural sports activities are designed to be inclusive for all Clemson students, regardless of skill level. Therefore, students can take an opportunity to compete whether they are looking for competitive leagues or more recreational events to relax and have fun with friends.

Club Sports

Club Sports give your student the option to join any of our 24, student-led sport teams and to travel and compete against teams from other colleges and universities. Whether your student is looking to continue playing their favorite competitive sport or learn a new one, Clemson’s Club Sports are a great way for your student to meet new friends and be active in a competitive environment.

For more information on Campus Recreation programs and services, visit clemson.edu/campusrec.

STUDENT ATHLETIC TICKETS

Students can learn more about their options regarding tickets for Clemson athletic events:

• Email: custudenttix@clemson.edu
• Telephone: 1-800-CLEMSON

Football

The student ticket policy for football will be communicated in the spring semester preceding the Fall football season and again in August prior to the beginning of the season. Please note: Students are not guaranteed tickets.

Men’s Basketball

Currently enrolled undergraduate students taking a minimum of 12 hours and graduate students taking nine hours or more are eligible to receive one ticket each to men’s basketball home games on a first-come, first-served basis until student capacity is reached. Tickets are distributed at the designated student entrance located on the southwest side of Littlejohn Coliseum (closest to the Perimeter Road and Avenue of Champions intersection, facing the McFadden Building). Please note: Students are not guaranteed tickets.

Women’s Basketball

Admission is free for students upon presentation of a valid CUID. Students can enter Littlejohn Coliseum at any gate.

PARENT TESTIMONIAL

“Our son came to Clemson as a packaging science major. While he loves being a Tiger for many reasons, he would immediately tell you he has immensely enjoyed the men’s chorus and intramural soccer. These opportunities provide a much-needed break from the academic rigor. Clemson has amazing opportunities in the arts from classes to performing at open mic night at the Barnes Center. In addition, Clemson has numerous intramurals for students. Encourage your student to branch out and explore extracurricular activities. Like our son, they might find they truly value those experiences the most.”

Jason and Rebecca Smith
Lexington, S.C.

PARENT TESTIMONIAL

“From our own experiences, we knew the important role a roommate plays in having a successful first year, especially for out-of-state students like our student. Clemson’s online roommate personality assessment test was extremely useful in finding a good match. After selecting each other, our student and their roommate continued to communicate over the summer. It was comforting to know our student knew at least one person before arriving on campus. Amazingly, they have a lot in common, and we like the roommate’s parents as well.”

Gail Van Cleave
Troy, Mich.
HEALTH AND WELLNESS
College may be stressful, especially around the beginning of a new semester, midterms and finals, and it’s important your student is physically and emotionally prepared. Encourage your student to create healthy habits, such as engaging in regular physical exercise, eating a balanced diet, getting enough sleep, establishing a routine, prioritizing tasks and trying not to overcommit themselves. There are many resources on campus that can help your student make healthy choices. Students can stay active by engaging in Campus Recreation’s many fitness and wellness classes and trainings, intramural sports and club sports. The dining halls on campus provide many healthy food options for students. They serve a variety of fresh fruits and vegetables, whole grains and protein, and they include nutritional information for all of their meals.

Office of Advocacy and Success
The Office of Advocacy and Success at Clemson serves as a trusted place for care, advocacy and referrals to campus and community partners, which inspires student engagement, success and a sense of belonging. The staff works closely with other areas on campus to foster a sense of acceptance and inclusion for all students while providing care, support and advocacy for the entire Clemson community. For issues of concern related to academic behavior, emotional health, finances, personal wellness, adjustment or other concerns, you may seek support for your student by completing an online CARE report at bit.ly/CUCare or by calling 864-656-0935. A staff member will follow up with the student to offer resources and support. If it is an emergency, call 911.

Student Health Services (SHS)
One of the factors that contribute most to college success is staying healthy. Student Health Services (SHS) is an integrated, outpatient organization comprised of three divisions: Medical Services, Counseling and Psychological Services (CAPS), and Healthy Campus. Medical Services and CAPS are located in Redfern Health Center, and Healthy Campus is located in Fike Recreation Center. SHS staff specialize in treating college students and helping students manage their personal health, so they can succeed in the classroom and enjoy college experiences. SHS offers consultation with medical and mental health professionals about chronic or acute conditions; preventive care; nutrition and sports-related injuries; and managing medications, stress and anxiety for all students.

Medical Services
SHS provides outpatient ambulatory care for illness and injury, pharmacy, lab, X-ray and specialty services including women’s health, sports medicine, and allergy and immunization clinics. The Medical Services form at Creative Health Center, SHS is accredited by the Joint Commission, a nationally recognized accreditation and certification organization. SHS is staffed with board-certified physicians and nurse practitioners as well as many other committed health care personnel. To schedule an appointment with a SHS physician or nurse practitioner, students can make an appointment online through MyHealth-e@clemson.edu or call the appointment line at 864-656-1441. Visit the Student Health Services website, clemson.edu/studenthealth, to learn more about scheduling an appointment.

Counseling and Psychological Services (CAPS)
College life is often a time of transition and challenge. Students face these developmental changes by tapping into their internal resources, family, friends and mentors. In some cases, more support is needed from trained professionals. CAPS creates an environment for students to address their concerns. Mental well-being, just like physical health, is necessary for students to meet their academic and life goals. Students most often seek help for anxiety, stress, depression, loneliness, healthy relationships and questions about identity. The staff at CAPS is committed to facilitating students’ personal growth and well-being while celebrating individual differences. CAPS operates on a short-term model as an outpatient center; students in need of intensive services will be referred to an outside provider. CAPS offers two ways to initiate services: Phone screening: Students can contact CAPS. A staff member will return a phone screening appointment with a clinician. During this call, a clinician will gather brief information and schedule the student for an individual assessment. Walk-in clinic: Students are seen on first-come, first-served basis, Monday-Friday 10 a.m. – 2:30 p.m. Students complete basic forms and are scheduled for an individual assessment. The assessment allows for understanding of the student’s strengths, presenting needs and expectations for treatment. CAPS utilizes a stepped-care model that orders care options along a continuum and the student enters care at the lowest level of intensity needed. The student may then step up or down to address their needs.

Counseling
Care options, along the stepped care continuum, may include assisting the student to adjust to the University community, accessing self-help resources, participating in skills-building workshops, online treatments or individual counseling. Group therapy is often the optimal form of intervention given that many of the issues students encounter occur in social settings. It follows that working out these issues in a therapeutic social environment facilitates growth. CAPS offers both general and specific-theme groups as well as groups that focus on learning effective skills for living. Family and couples counseling are also provided.

Therapy Assistance Online (TAO) Therapy Anytime, Anywhere!
Therapy Assistance Online (TAO) is an online suite of tools meant to teach life skills, build resilience and encourage positive growth. TAO’s educational modules are comprised of brief videos, interactive games and mindfulness exercises meant to help students recognize and
If you are concerned about your student, watch for persistent patterns of behavior that are, for your student, unusual or distressing. You may seek support for your student through the Office of Advocacy and Success by completing an online CARE Report at clemson.edu/studentaffairs/advacacy-success/care-network or by calling 864-656-0935. A staff member will follow up to offer resources and support. If it is an emergency, call 911.

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

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

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

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Withdrawal from friends and family
Fatigue and decreased energy
Overreaction to criticism
Feeling unable to meet expectations
Difficulty concentrating, remembering details and making decisions
Feelings of worthlessness, hopelessness or guilt
Persistent physical symptoms such as headaches, digestive problems or chronic pains that do not respond to routine treatment
Substance abuse problems
Signs of suicidal thoughts
Prescription or over-the-counter medication misuse

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

Safety First
If your student is experiencing persistent psychological distress, suicidal thoughts or actions, hopelessness or helplessness, loss of touch with reality, substance abuse, and/or aggression toward self or others that may be considered a psychological emergency requiring you to act, encourage your student to go to CAPS where they will be seen for an emergency visit. If your student is too ill to make the trip, they can call a CAPS counselor-on-call by contacting CUPD at 864-656-2222 and asking for the CAPS-on-call counselor.

Urgent Care
For those times when an appointment cannot be made in advance, urgent problems or new injuries may be seen on a walk-in basis through the nurse’s clinic. Patients are assessed by a registered provider who treats or makes an immediate, same-day or next-day referral or notification. Waiting times for the nurse’s clinic may vary depending on the number and complexity of these visits. In the evenings and late nights, sick students may benefit from calling the after-hours nurse line. Students may call 864-656-2234 and press option two for instructions to reach a registered nurse who will provide advice for self-care and directions for further care if necessary.

If treatment is needed at an outside facility, there are a few urgent care centers, a minute clinic and several emergency rooms in the area, along with virtual health care options. Services at these facilities are at the expense of the student. Visit clemson.edu/studenthealth to see a list of after-hours health care options. If the stress of college life becomes overwhelming, students with after-hours psychological emergencies may call the Clemson University Police Department at 864-656-2222 and ask with the CAPS-on-call counselor.

MyHealth-e
The student MyHealth-e web portal (redfernweb.clemson.edu) is an online resource for managing medical and dental appointments, viewing insurance cards and immunization records, sign up for text message appointment reminders, complete forms, communicate with pharmacy staff, and receive through providers secure messages, view and print bills, and update their profile.

Pharmacy
SFS’s full-service pharmacy, staffed by experienced, licensed pharmacists and technicians, fills prescriptions prescribed by SFS providers and/or outside providers, located in-state or out-of-state. They accept insurance cards, over-the-counter medications, and also accept mail-in orders. Pharmacy staff is available to help answer any questions or concerns regarding all pharmacy needs. SFS accepts most pharmacy insurance plans and offers 24/7 refill requests. Over-the-counter medications are available for purchase, and a Drug Take-Back Box is available for safe medication disposal. Visit clemson.edu/studenthealth to learn more about the pharmacy.

Health Fee, Insurance and Billing
Full-time students will pay a health fee that supports services offered by SHS, including professional services of physicians, nurse practitioners, nurses and health promotion professionals and Counseling and Psychological Services (individual, couples and group sessions; workshops; online treatment programs; case management; and crisis intervention) at no additional cost. Payment of the health fee also supports the after-hours nurse line; health and wellness promotion and prevention programs, presentations and resources from Healthy Campus; surveillance and reporting of infectious disease threats; emergency planning and response; and campus public health policy consultation. Supplemental services such as lab, X-ray, pharmacy and specialty clinics incur an additional charge.

SHS courtesy fees as an out-of-network provider for many medical insurance plans. Students are encouraged to upload their insurance card in MyHealth-e so their information is on file. SHS is responsible for charges not paid for by their insurance plan. After insurance is processed, any remaining balance is put to student responsibility. Students will receive an online secure message billing statement the first Monday of each month. Students may pay their bills online using balances online through MyHealth-e with a credit/debit card and most HSA cards. Students may also pay in person at the Pharmacy with cash, personal check, HSA, ApplePay or Tigerstripe. Unpaid balances will be placed to the University account prior to the beginning of the next semester.

The Clemson Student University Health Insurance Plan (SHIP) is also available for students who do not have insurance or affordable plans, they can call 864-656-2222 and ask for the CAPS-on-call counselor by contacting CUPD at 864-656-2222.

The Clemson University Student Health Insurance Plan (SHIP) is also available for students who do not have insurance or affordable plans, they can call 864-656-2222 and ask for the CAPS-on-call counselor. The SHIP is a major medical health plan that meets the requirements of the Affordable Care Act. This plan is available to undergraduates enrolled in six or more credit hours on a voluntary basis. Health insurance is mandatory for full-time graduate students on the main campus, graduate associates and all international students. These students will automatically be charged for the SHIP with tuition and fees. Students who are charged are encouraged to activate their enrollment online or submit a waiver of alternate health coverage that meets University requirements. To see the benefits and enroll online, visit clemson.edu/studenthealth

For more information about SHS, visit clemson.edu/studenthealth

Alcohol and Other Drug Use
As students arrive on campus, it is a time of new experiences, new friendships and making memories. This is a very exciting time, but it is also a time of concern for many families. For some families, the transition to college is linked to a new reality, the relationship with alcohol and other drugs. This relationship involves personal decision making associated with alcohol and other drugs, framed by new community norms and perceived expectations. As a family member, you can help your student make responsible decisions about alcohol use and to reduce the risks associated with high-risk drinking.

We encourage you to engage in conversations around alcohol and other drug use and misuse with your student. Discuss risk factors associated with the misuse of alcohol and other drugs, campus and community resources and promote safety through preventative actions. Research shows families can have a significant influence on their student’s alcohol decisions. Having regular, open conversations about alcohol and other drug use with your student can help them make positive decisions around alcohol and other drugs. Starting a conversation can be as simple as asking your student about their friends and weekend plans.

When talking with your student, it is important to understand alcohol and other drug use among college students and the consequences of misuse. Although it may seem like alcohol is commonly used among college students, in a 2019 (CSLE confirming if there is a new one or not) survey of new students at Clemson University, 39% of respondents reported abstaining from alcohol use in the past two weeks. Negative consequences associated with alcohol and drug use

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include injury, sexual assaults, mental health concerns, substance dependence, automobile accidents, police involvement and poor academic performance. Students and families should familiarize themselves with Clemson’s policies and risk-reduction strategies related to alcohol and other drugs.

Clemson is committed to maintaining an environment that is healthy, safe and attractive for all members of the community. Clemson University offers many different resources for students related to alcohol and other drugs. These include educational activities from Healthy Campus, counseling and health promotion groups through Counseling and Psychological Services (CAPS), and substance-free events through Campus Life. If you begin to have concerns about your student’s alcohol or other drug use, you can refer them to self-assessment tools through Healthy Campus or the Assessment, Consequences, Training and Transition (ACTT) program through CAPS. ACTT offers psychoeducational groups for alcohol misuse and therapy groups for marijuana use and other addictions. In addition, students may need to participate in individual therapy to address alcohol and other drug use focused on increasing self-understanding and moving toward healthier lifestyles. For more information about the ACTT program and self-assessment tools, visit clemson.edu/alcohol and look to the right navigation bar.

Healthy Campus

We strive for Clemson University to be a national model of health, safety and sustainability and for our students to experience a way of life at Clemson University that contributes to their lifelong health and well-being. Healthy Campus strives to achieve this by providing exemplary leadership and advocacy for public health, engaging learning activities and population-level interventions. Healthy Campus offers information and presentations focused on but not limited to the following areas both online and as requested: alcohol and other drugs, anxiety, body image, building social connections, depression, eating disorders, empathy, fitness, interpersonal violence, mental health, mindfulness, nutrition, safety on social media, sexual health, sleep, stress, sustainability, tobacco and other health-related topics. Two major educational activities organized by Healthy Campus for new students are AlcoholEdx and Aspire to Be Well. AlcoholEdx is a web requirement for new students to complete through Orientation. In this online educational activity, students learn about the mental and physical effects of alcohol, prepare to be active bystanders, and review state laws and University policies related to alcohol use. Aspire to Be Well is a peer-led, health- and safety-focused dialogue presented by Healthy Campus facilitators. This 90-minute dialogue covers areas key to maintaining a healthy and safe lifestyle, including overall well-being, alcohol and other drug misuse prevention, mental health and suicide prevention, and interpersonal violence prevention while focusing on bystander intervention.

Encouraging Emotional Wellness

Help your student overcome, recover and draw strength from difficult situations. Resilience is a key way to make it through tough times. The Mayo Clinic defines resilience as “the ability to adapt to difficult situations.” Another way to think about resilience is bouncing back from what life throws at you.

College presents a prime opportunity to learn resilience as students will face various obstacles, such as transitioning to a new environment, navigating a new social world and making friends, not to mention the reason why they’re there — school! “Resilience skills can help students not just get through college but actually thrive and flourish while doing it,” said Paula Davis-Laack, who designs resilience training programs for professionals and organizations.

The good news is resilience is something everyone can learn. Here are key ways you can help your student build resilience before, during and after college:

- **Socially connect —** building and maintaining strong social ties with family and friends is a fundamental way to become more resilient when life knocks you down.
- **Take care of your physical health —** get enough sleep (at least seven hours), eat a balanced diet and exercise.
- **Get plugged into your community —** join a club, faith-based organization or a civic group.
- **Be proactive —** when faced with a challenge, it is important to acknowledge the difficult emotions you may be feeling such as anger or despair. At the same time, making a plan for how you will overcome is just as important in order to give you a sense of autonomy over the situation. If your problem seems too big at first, try breaking it up into bite-sized goals.
- **Practice mindfulness —** mindfulness consists of focusing on the present moment in a non-judgmental fashion. Check out Clemson’s mindfulness class called Koro Mindfulness at clemson.edu/healthy-campus.
- **Remember how you’ve overcome obstacles in the past —** remembering former helpful and unhelpful coping strategies can help dictate what will help you succeed in the present moment.

Need other resources? Healthy Campus, The Mayo Clinic and the American Psychological Association have great resources on resilience.

SAFETY

Campus Safety

Every member of the campus community is responsible for safety awareness. Multiple agencies work cooperatively to educate the campus community about all aspects of personal safety. The Clemson University Police Department (CUPD) is responsible for campus law enforcement and security. All CUPD officers are sworn law enforcement officers and are responsible for promoting safety through community policing and offer educational programs in classes and residence halls. The Clemson University Fire Department (CUPFD) and Emergency Medical Services (EMS) are dedicated to protecting life, property and the environment. The University is the primary response area for CUPD and EMS, but they also provide fire suppression to the City of Clemson. Clemson University Emergency Management works with the University community to provide emergency response training. Every building on campus has a Building Security Coordinator who works with Emergency Management to create evacuation and emergency action plans.

Unfortunately, there is always a possibility an emergency may occur. It is important for everyone in the campus community to remain aware, informed and take appropriate safety precautions every day. The University has several methods of notifying the campus community of emergency situations. Sirens are strategically located across campus and are activated when necessary to alert the community of an emergency. In addition to sirens, the University sends CU Safe Alerts via text message, email, RSS and Twitter feeds. The University also updates the alerts webpage (alerts.clemson.edu) during emergencies. Lastly, the University uses the Integrated Public Alert and Warning System (IPAWS) to send emergency text messages to all phones within a specific geographical location.

HOW YOU CAN SUPPORT: ENCOURAGING EMOTIONAL WELLNESS

Encourage your student to follow Healthy Campus on social media and visit the Healthy Campus website — clemson.edu/healthy-campus — for great resources, information and tips on health and wellness.
To sign up for Rave Guardian, visit clemson.edu/cusafety and follow the instructions.

RAVE GUARDIAN

How you can support:
clemson.edu/cusafety

orange tab on the right-hand side of the page and follow the instructions.

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

Understanding Title IX

The federal government requires colleges and universities to have better support education and prevention of interpersonal violence including sexual violence, stalking and relationship violence. As a result, many institutions, including Clemson University, offer training for faculty, staff and students related to understanding Title IX as well as options and resources available. Through Title IX, students who have been impacted by sexual assault, relationship abuse or stalking can receive information, support and resources. There is a web-based course all students receive and are strongly encouraged to take in addition to other educational programming offered throughout the year. For more information about safety, visit clemson.edu/cusafety

Parking and Transportation

One of the most commonly asked questions is, “Does my student need a car?” This is a personal decision for you and your student. While parking is limited, Clemson has created provisions for both having a car and not having a car.

If a student does have a car and they plan to park it on campus, they will need to register the car and purchase a permit through Parking and Transportation Services. There is an annual parking permit application process online. Permits are mailed to the address provided prior to the beginning of the academic year. Students can get a prorated parking permit if they park their car on campus. Included in your $15 annual membership fee is two hours free with each reservation. Additional fees may apply for reservations longer than two hours. Sign up at clemson.edu/parking

Tiger Transit
Tiger Transit is used on campus in two ways. The first way is for shuttle bus services around campus and connections to satellite campuses like the Clemson Research Park in Anderson or the Clemson University International Center for Automotive Research (CU-ICAR) in Greenville. Tiger Transit is also a late-hour shuttle service, providing door-to-door rides from any location on Clemson’s campus. It operates seven days a week from 6 p.m. - 6 a.m. Students can request a ride by using the my.Clemson or TransLoc apps. Real-time bus tracking is available in each app.

Tiger Commute and Greenlink
Tiger Commute is a Clemson University service for students. Operated by Tiger Transit, this bus provides shuttle service from the Academic Success Center to CU-ICAR in Greenville and shopping opportunities in Easley. Connections to other Greenville campuses, including Patowdow campus, University Center and Greenville One downtown Greenville, are available at CU-ICAR by transferring to a Greenlink bus for free by showing a CUID. Greenlink is the City of Greenville’s public transit agency. Route times vary throughout the day and for more information, visit clemson.edu/transit

Clemson Carpool
For students living off-campus, Parking and Transportation Services offers preferred parking for drivers with carpool permits. To get one, each member needs to show proof of their registered vehicle and matching class or work schedules at least four days a week. Carpool groups of three or more receive FREE parking permits.

Getting Home
Tiger Transit Holiday Airport Shuttles
Offered by Parking and Transportation Services, Tiger Transit holiday airport shuttles to the Greenville-Spartanburg and Charleston airports are free and available for students around University holidays and breaks. Seats are limited and not guaranteed for every student. Seats are booked by your student on clemsonbus.com using their @clemson.edu email address. Visit the Airport Shuttle page at clemson.edu/parking/shuttle for shuttle operating days and times and when reservations open for each trip. If a seat on Tiger Transit is unavailable, third party providers are available.

Both the Atlanta and Charlotte airports are approximately two hours from Clemson; the Greenville-Spartanburg International Airport (GSP) is approximately one hour from Clemson. Visit clemson.edu/visit or clemson.edu/parking for more information.

Bicycles
Bicycles are an easy way to get around campus quickly. Bike racks are available all over campus to secure bikes, and the CUPD provides a service to register bikes and engrave your information free of charge. All Clemson Area Transit (CAT) buses are equipped to handle bicycles for further travel.

BikeShare is a bicycle sharing program through B-Cycle. With five stations across campus, students may check a bike out at one station and return it to any of the other stations on campus. Included in your $10 annual membership fee is two hours free with each reservation.

There are several convenient ways to get around campus and the city of Clemson. Included in your $15 annual membership fee is two hours free with each reservation. Additional fees may apply for reservations longer than two hours.

PARENT TESTIMONIAL

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

Dan Barton
Pittsgrove, N.J.
Encourage your student to apply for Federal Work-Study, a program that provides jobs for students with established financial need through submission of the FAFSA. The funds are limited, depending on the award packages of individual students. Students not qualifying for Federal Work-Study can look for part-time jobs through ClemsonJobLink.

FINANCES
Clemson University's financial team is comprised of Student Financial Aid, Scholarships and Student Financial Services. The offices of Student Financial Aid and Scholarships award scholarships, grants, loans and work-study and are available to answer questions regarding eligibility and applications, including the Free Application for Federal Student Aid (FAFSA). The Office of Student Financial Services is responsible for the University’s billing process and maintains student payment plans, payment methods, University charges and refunds. These offices work closely with students and their families to provide the most up-to-date information regarding financial resources. We recommend visiting each office frequently for important deadlines and announcements.

Applying for Aid
Need-based aid, such as grants, student loans and work-study, requires the submission of the Free Application for Federal Student Aid (FAFSA). Each year, students and families should complete the FAFSA to secure aid for the academic year. The FAFSA priority deadline is January 2 for incoming first-year students. Continuing students should renew the FAFSA annually by April 1. For families who need additional assistance, applications for parent PLUS loans and private loans are submitted annually by June 30.

In cooperation with the Office of Admissions, recruiting scholarships are awarded on the basis of the student’s admissions application, high school transcript and official test scores received before December 31. South Carolina residents are considered for state merit-based scholarships, including the Palmetto Fellows, LIFE and Hope scholarships. Continuing students are also automatically considered for general and departmental scholarships on the basis of their college work.

When financial aid is awarded, students will receive an email alerting them to view their awards in iROAR. Students must review and accept the terms and conditions of these awards before they can individually accept or decline their financial aid. Available funds will be credited to the student bill, except for work-study stipends, which are paid bi-weekly based on the number of hours worked. Arrange for direct deposit of financial aid refunds to avoid handling large sums of cash and discuss with your student ways to budget funds for the entire semester.

BILL PAYMENT
Final tuition rates are typically set in July before the Fall semester. Tuition and fees are based on the average costs for full-time students (12 or more credit hours per semester for undergraduates). Fees include all required charges for full-time enrollment plus average lab fees. This figure does not include fees such as for behavioral science or business majors. It also does not include optional fees, such as for the Clemson University Honors College. Books and supplies are based on a survey of student expenses for books and required coursework material for all majors. These expenses will vary by major and other factors (e.g., purchase versus rental, online versus classroom). Room and board estimates are based on average bed costs for on-campus housing and the full-access meal plan. In addition to the items outlined above, students will have varied personal, medical and transportation expenses. Clemson students will have the opportunity to set up an installment plan as you plan your finances. The student bill will be available in iROAR in mid-to-late July. A paper bill is not mailed. The bill must be paid by the payment deadline to avoid late fees and class cancellation.

An eCheck is the University's preferred method of payment and is offered with no additional processing fee. An eCheck is a direct deposit from your account that is applied instantly to your tuition bill. The eCheck payment option is available in the Student Billing section in iROAR up-to-date and all required charges and fees are included. There is a $45 processing fee for each credit card payment. Payment Plans are available through iROAR and require payments every month. Additional information is available on the Student Financial Services website.

529 College Savings Plans are accepted by Clemson University. Please ask your plan administrator to include the student’s Clemson ID number to ensure proper credit. Payments must be made to G-08 Sikes Hall or by mail. The student's Clemson ID number should be written on the check. An eCheck is the University's preferred method of payment and is offered with no additional processing fee. An eCheck is a direct deposit from your account that is applied instantly to your tuition bill. The eCheck payment option is available in the Student Billing section in iROAR up-to-date and all required charges and fees are included. There is a $45 processing fee for each credit card payment. Payment Plans are available through iROAR and require payments every month. Additional information is available on the Student Financial Services website.

PERSONAL FINANCE MANAGEMENT
College is a time for students to gain independence and to learn important life skills, including how to manage finances. Parents and students should discuss financial pitfalls and ways to avoid costly mistakes. For more information on financial literacy, visit Clemson.edu/student-financials.

COLLEGE FINANCE LINGO
Cost of Attendance (COA)
Cost of attendance can also include reasonable amounts for study-abroad programs and special programs, such as for behavioral science or business majors. The money in the accounts can be used only for education expenses.

Authorized Users
Authorized users are able to access the student’s tuition bill and make payments to the University in compliance with FERPA, are not authorized to access information such as enrollment records, grades, financial aid information or other student records.
This is financial aid given to students based on personal achievements. Most scholarships are given to students for a couple of reasons: academic merit/achievement or financial need (or a combination of both). These funds are given to or earned by students and do not have to be repaid.

**Scholarships**

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

**Free Application for Federal Student Aid (FAFSA)**

The FAFSA is a free application form a student submits to apply for federal financial aid. It is required for all students seeking federal student grants, work-study programs and loans. Most colleges require it as well. The FAFSA may also be used to determine if your student qualifies you for state-sponsored financial aid.

**Expected Family Contribution (EFC)**

This is a measure of the student and their family’s financial strength. States and colleges use this number to help determine the financial aid award. The EFC is calculated according to a formula established by federal law using the financial information and circumstances supplied in the FAFSA.

**Priority Date**

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

**Need-Based Financial Aid**

This form of financial aid (grants, scholarships, loans and work-study opportunities) is given to students in financial need, who are not able to pay the full cost of attending a certain college.

**Expected Family Contribution (EFC)**

EFC is a measure of the student and their family’s financial strength. States and colleges use this number to help determine the financial aid award. The EFC is calculated according to a formula established by federal law using the financial information and circumstances supplied in the FAFSA.

**Student Aid Report (SAR)**

After submitting the FAFSA, you will get a Student Aid Report (SAR) that gives you some basic information about your EFC and eligibility for federal student aid.

**Estimated Financial Assistance (EFA)**

This is the estimated amount of financial aid the student may expect from federal, state, school or other sources (including grants, loans or need-based work programs).

**Scholarships**

These funds are given to or earned by students and do not have to be repaid by the recipients to assist students as they pursue their studies. Scholarships are most often given to students for a couple of reasons: academic merit/achievement or financial need (or a combination of both).

**Merit Aid**

This is financial aid given to students based on personal achievements. Most scholarships are considered merit aid, generally awarded for success in school, the arts, athletics or other areas.

**Grant**

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

**Work-Study**

The Federal Work-Study program provides jobs for undergraduate and graduate students who have established financial need through the submission of FAFSA.

**Student Loan**

A loan is money you borrow and must pay back with interest. If you decide to take out a loan, make sure you understand who is making the loan and the terms and conditions of the loan, student loans can come from the federal government, from private sources such as a bank or financial institution, or from other organizations. Loans made by the federal government, called federal student loans, usually have more benefits than loans from banks or other private sources.

**Subsidized Loan**

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

**Unsubsidized Loan**

This is a federal loan available to students, regardless of financial need, borrowed for the purpose of attending college or an eligible training program. The student is responsible for paying the interest on an Unsubsidized Loan during all periods.

**Parent Loan for Undergraduate Students (PLUS)**

This is a federal loan available to parents of undergraduates with good credit history. The maximum amount you can receive is the cost of attendance (determined by the school) minus any other financial aid received.

**Master Promissory Note (MPN)**

This form promises repayment and is signed by a student or parent when taking out a student loan. An MPN is a legal document that contains the Borrower’s Rights and Responsibilities and Terms and Conditions for repayment.

**Resources**

bigfuture.collegeboard.org/pay-for-college; studentaid.gov

**PARENT TESTIMONIAL**

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

Linda Davidson
Annandale, Va.
EXPERIENCED TIGERS

OPPORTUNITIES

Students continuing beyond their first year and transfer students are often looking for opportunities to continue to make the most of their time in college while also preparing for life after college. Take time to encourage your student to start looking at career development opportunities, leadership development and graduate school. This is also the time your student may begin to think about off-campus housing. You can’t forget about the excitement that awaits surrounding graduation!

As you navigate supporting your experienced Tiger, it is also important to recognize each new year in college can present new challenges in their transition. Most notably has been the sophomore slump. Yes, the sophomore slump is a thing. Your student’s first year in college is exciting! They are excited to come to college and start their journey as an adult. They are curious about what college is like, the new friends they will meet and having a fresh start. Sophomore year feels different. In the first year of college, students have more attention on them. There is Orientation, and a variety of transitional efforts and new programs for new students as they figure everything out. Then, they hit their sophomore year, and college no longer has the spark of newness. Also at this point, they have started to see a career is more reachable as they start to get into their major classes. After being home for the summer, they may have realized their relationships at home have shifted and some may be drifting away.

As your student approaches the end of their college experience, they are faced with equally important transitional concerns. Graduating students will have to consider how they will maintain relationships with college peers and mentors, what the next phase of their relationship with family members entails and how to connect with new people. For many students, college becomes a home away from home and to leave it brings many of the same emotions and feelings they experienced when they left home to begin their studies. It is also important to recognize this for some students they still have many questions or unknowns about life after college. Overall, there is a lot happening.

STUDY ABROAD

Clemson University students are strongly encouraged to incorporate an international experience into their time at Clemson. There are a variety of programs offered to Clemson students, which include third-party, exchange and faculty-directed options. All study abroad programs are offered through Clemson’s partnerships and affiliations with overseas universities, study abroad providers and institutions. Programs are available for all disciplines and interests including internships and volunteer opportunities. Nothing adds to a college experience like learning and living in a new and exciting global environment.

Whether students go a few weeks, a semester or an entire year, the lessons they learn and the perspectives they discover from foreign study will stay with them long after graduation. Once they’ve decided they want to study abroad, they should talk with their academic adviser and attend a Study Abroad 101 session, offered twice a week in Martin E-304, to learn about how to start the process.

Top-Five Myths

1. Students can’t afford to study abroad.

Students have many options when it comes to the finances of study abroad. On a Clemson Exchange or faculty-directed program, students pay Clemson in-state tuition and fees, even if they are an out-of-state student. Many of our third-party affiliates offers programs equivalent to Clemson in-state tuition or less. Finally, many scholarships, grants and loans can be used to study abroad, and there are specific study abroad scholarships available to students.

2. Students won’t graduate on time if they study abroad.

Students can study abroad and still graduate in four years. Whether they participate in a third-party, exchange or a faculty-directed program they will receive credit for their study abroad that can go toward their major or minor. Students should plan ahead and meet with both their academic adviser and study abroad coordinator.

3. Students need to speak a foreign language.

Students do not have to speak a foreign language to study abroad. Clemson offers many programs taught in English that are located in countries whose native language is not English. Studying abroad can also be a great way for students to learn a foreign language, even if they start from the beginning.

4. Studying abroad won’t work with my student’s major.

Many programs offer internships abroad, and any study abroad experience will improve a student’s resume. In today’s global marketplace, international experience demonstrates an ability to work independently and shows a level of communication, knowledge and leadership skills found in opportunities off campus.

5. An internship is better for my student’s degree.

An internship is better for my student’s degree. Studying abroad can fit the course work students need, no matter their major. From engineering to education, there are programs designed for everyone, and they will receive academic credit for their experience. Students should start exploring their options early to fit a program into their course schedule.

GRADUATE DEGREES

Your student should consider whether a graduate degree is required to reach their professional goals as well as possible. Academic advisers can help your student map out career goals and how to reach them. In some fields, a graduate degree is the standard expectation of hiring managers. If your student’s field is one of them, encourage them to consider one of Clemson’s accelerated graduate degree programs, like a combined bachelor’s and master’s degree, or direct-entry Ph.D. (no master’s required). You might want to share “Graduate School Q&A” with your student; you can find it at clemson.edu/graduate/files/pdfs/gradschool_q-a.pdf.

Combined Bachelor’s and Graduate Degree Plans

Clemson offers several combined degree options through Clemson’s partnerships and affiliations. Combined bachelor’s, or bachelor of science, degree plans. A combined bachelor’s degree allows your student to earn a graduate degree while still pursuing a bachelor’s degree, and courses may count toward requirements for both the bachelor’s and graduate degree. Many students complete the
-professional development

How you can support:

Encourage your student to make an appointment with a career counselor at the CCPD. They can assist with:

- Help your student complete an online college letter editing and job search tools.
- Help your student discuss career opportunities with faculty and advisers as well as any professionals in the field.
- Networking is the key to success.
- Encourage a professional online identity. It will become a part of your student’s professional profile network with your student by role modeling a professional online presence.
- Help your student recognize the value of networking in this digital environment.

Professional Development

Center for Career and Professional Development (CCPD)

Part of supporting a college student is letting them explore their career interests as well as allowing them to learn discipline-specific content outside of the classroom setting. Providing opportunities to learn and grow is important for students as well as by the University. Students may do this through cooperative education assignments, on-campus internships, and off-campus internships. These opportunities help students start developing competencies that employers and graduate schools are looking for. For more information about these competencies, visit career.sites.clemson.edu/core.

Cooperative Education Program

The University’s Cooperative Education Program (Co-op Program) is an academic engaged-learning program that provides students with opportunities to work and learn under mentors in their fields of study. Students are employed full-time in these co-op assignments by companies who partner with the program. Co-op assignments, which are robust experiences that involve multiple rotations, provide a contractual dimension to the co-op program. Students add to their fund of knowledge in their field as they engage in project work at the co-op site. The student’s experience is closely monitored by the program’s academic staff throughout their participation. Each student is assigned to a co-op adviser who will guide them through a structured placement process before monitoring/evaluating their experience for learning outcomes and professional development. Cooperative Education, as the term implies, represents a collaborative effort between the University and participating companies.

Students may qualify for the Co-op Program after satisfactorily completing 30 credits of coursework and declaring their major. Transfer students may qualify after one semester of coursework at Clemson. Students normally enter the program as sophomores or juniors and complete two to three semesters of assignments. Engineering majors must complete a minimum of three rotations (two regular semesters and one summer) to complete the program and receive a certificate. All other majors may complete the program with two rotations. Some majors may require students to complete Co-op Program as part of the curriculum. Departments requiring participation in the program will refer students to the program office. Students should enter the program and begin the matching process in the semester prior to the one in which they want to do their first rotation.

Off-Campus and International Internships

An internship is a form of experiential learning that integrates classroom knowledge with career-related work experience. Internships can be a vital link between college majors and the exploration of professional opportunities. Students are able to participate in a diverse internship on or off campus, as well as internationally. Specific requirements will vary depending on the type of internship and the student’s major. Internships are typically offered for a specific period of time during the Spring or Fall semester (16-60 weeks) or during the Summer (6-16 weeks). Students are strongly advised to begin their search at least six months in advance. Students are also advised to attend a workshop, contact their department or visit with a career counselor at the beginning of each semester.

The CCPD offers a variety of services for students to find internships. In addition to providing counseling and resources that aid in the internship search process, part-time and full-time, zero-to-three credit hour, internship courses are also available through the CCPD. The full-time- and INT credit hour courses are usually offered during the Spring and Fall semesters and are designed to help students to maintain their enrollment status while interning. Students enrolled in Co-op Program must register for the appropriate internship courses during the enrollment period. Participation in the INT course is required for this program. In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be enrolled at the University. Some majors may also require students to complete this internship as part of the curriculum requirements.

Departments and Major Requirements

Departments have a specific number of required internships relating to a student's major or career interests. Credit-bearing internship courses may be available through a student's academic college or department. Some majors may also require students to complete an internship as part of the curriculum. Further inquiries about departmental internship requirements should be directed to the specific department.

To learn more about the CCPD, visit clemson.edu/career.

Core Competencies

Employers, graduate and professional schools want students to demonstrate the knowledge, skills and attitude (competency) necessary for success in their respective fields. Students need to polish skills they have, develop skills they don’t have and apply them in a variety of settings. Students should continue to take advantage of the countless opportunities Clemson offers and visit the CCPD to learn how to articulate the skills they have acquired. For more information about these competencies, visit career.sites.clemson.edu/core.

Career Fairs

Career Fairs are a great way for students to professionally network as they engage in their job search process. The Michelin Career Center, part of the Center for Career and Professional Development, coordinates a variety of career fairs every semester. There is a
larger fair each semester for all majors and levels in school. In addition, the CCPD works with other departments on campus for more industry-focused fairs. All of these fairs give the opportunity, based on the employer’s selection and process, for students to interview after the event or later in the semester. Make sure your student attends all of the pre-fair events where employers assist us in preparing students to shine. Visit the CCPD’s website for more information: clemson.edu/career.

Mock Interviews
Mock interviews are a service included in career counseling appointments at the CCPD. Prior to the appointment, students will submit their resume to be reviewed by a career counselor. During the mock interview, a career counselor will ask general interview and industry-specific questions. Through this experience, students get professional experience in answering the questions while gaining feedback and guidance on answering different types of questions. Students should take advantage of this resource no matter what industry they are entering.

Graduate School Options
Students might be considering professional or graduate schools. The CCPD suggests some guiding reflections for your student:

- What are the major reasons to attend graduate school?
- Can they start a career within their field with only a bachelor’s degree?
- Do they want to spend more time in school?

These questions are valid because committing time and money to another degree is a big decision. The CCPD is available through career counseling appointments for discussing and researching graduate or professional school options. The CCPD is also available to assist with the writing of curriculum vitae and personal statements for graduate and professional school applications. Visit the CCPD’s website for more information: clemson.edu/career.

STUDENT ALUMNI ASSOCIATION
The Student Alumni Association (SAA) is an open-membership organization supported by the Clemson Alumni Association. SAA is a way for undergraduate students to engage with the co-curricular leadership and community engagement experiences. Learn more by following @clemson_csle.

Center for Student Leadership and Engagement
Developing students to be capable, confident leaders who are able to take action to make positive, sustainable change has long been a priority for institutions of higher education in the U.S. In addition to developing students to be the leaders our world requires upon graduation, leadership development has a significant impact on the college student experience. We have found that leadership development increases a college student’s self-efficacy, academic performance and personal development. At Clemson, the Clemson Leader framework provides a path to leadership development for all students. Students are encouraged to create their own leadership plan of study and engage in both curricular and co-curricular leadership and community engagement experiences. Learn more by following @clemson_csle on Instagram. Some of these experiences offered by CSLIE include:

Women In Leadership Conference
This annual conference builds capacity and efficacy in leaders, giving conference attendees a better understanding about challenges and areas for growth in leadership. It also gives them knowledge, skills and values to engage in the leadership process.

Alternative Break Programming
These programs engage a group of students in direct service over a typical school break. Clemson is proud to have a 10-year history of offering these experiences and now offers trips over Fall, Winter and Spring break. Each experience has a focus on a particular social issue with exploration and immersion in that issue beginning long before the trip itself. Students educate themselves and each other, then do hands-on work with relevant organizations.

These experiences challenge them to think critically and compassionately — and to understand there’s no such thing as “not my problem.” Upon return, participants are empowered to make more informed decisions and to take meaningful action to support community efforts.

Campuswide Days of Service
Clemson has a strong relationship with numerous non-profit organizations in the local area and is proud to partner with them throughout the year to offer students opportunities to develop their citizenship skills. In addition to ongoing service opportunities, at least one large day of service is offered each semester: in the Fall, Fall In Day of Service, and in the Spring, the MLK Day of Service. These days of service are open to all students and can lead to other community engagement activities.

Certified Student Leader Program
Offered every semester, the Certified Student Leader (CSL) Program provides students with comprehensive leadership education and experiences. As a cohort, students will spend 10 weeks together learning about different topics related to leadership from staff on campus while engaging in critical dialogue with their peers. At the end of this experience, students will be prepared to apply their personal leadership beliefs and strengths, connected with other students and staff on campus and in the community, and transformed their involvement. Participants who complete the program also gain a preferred hiring status at leadership positions across campus (such as the Resident Assistant position).

PARENT TESTIMONIAL
“Our son gained real work experience with the Cooperative Education Co-op Program, working at an international chemical company for three semester rotations. The experience presented him with the opportunity to understand what a chemical engineer really does prior to graduating. He enjoyed alternating from a semester of on-the-job learning.”

Sharon Hey
Loveland, Ohio

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HOW YOU CAN SUPPORT: MOVING OFF CAMPUS

We can guess that this may be the first time your student signs a lease for an apartment, or you may be signing a lease on behalf of your student. Either way, take the time to review the lease together. This is a great learning opportunity for your student to gain some "real-world" experience.

MOVING OFF CAMPUS

The decision to move off campus can bring a new sense of independence for students but may also bring a new set of challenges. The following are a few things to discuss with your student if they decide to move off campus. While we recognize it may come down to personal reasons for whether your student chooses to live on or off campus, students are encouraged to live on campus at least through their sophomore year:

Independence

When living in a residence hall, students must follow certain policies established by the University for the safety and well-being of all residents. Living off campus provides freedom from some of these policies and allows students to set their own standards in line with community standards. It is helpful to remind your student that where they are looking to live will also have policies they should become familiar with. Clemson students are held responsible to follow our community standards whether they live on or off campus.

Responsibility

Signing a lease, paying rent and utilities, commuting to campus, cooking and cleaning will help students develop responsibility. This responsibility will also begin to build the student’s rental history. On campus, there are support systems students have access to within the residence halls that can be helpful in navigating conflicts, whereas, these systems may be less accessible when living off campus.

Environment

Students living off campus may often have non-student neighbors. This provides students the opportunity to interact with many different types of people, such as working professionals, couples and families. It can also be helpful to talk about what may happen away from the immediate campus community. While living next to non-student residents can be beneficial, students must remember these neighbors may be less tolerant of some college student behaviors. Students will need to be mindful of who they live near. Though the privacy of an apartment may be nice, students need to consider how isolated they may begin to feel without a community of students surrounding them. These students may have to work harder to stay engaged on campus and with friends once they move off campus.

Being off campus sometimes allows for a different atmosphere than being on campus. Students may end up spending more time with non-student neighbors, or they could find they are somewhere with a majority of students, and it can be distracting. It is helpful to think through each area and who the general occupants are to get a gauge on the area.

Year-Round Housing

If students plan to stay in the Clemson area over the summer for work or class, already having an apartment can make that process much easier. Remind your student the importance of asking about lease dates up front to see if they meet up with your student’s plans.

Space

In some apartment complexes space can look very different. Each room may be a different size and may make rent a different amount for each roommate. Thinking through the different spaces and what types of furniture will be necessary are things to help your student think about before making the decision to live on or off campus.

Cost

There is the possibility that the cost of living off campus could be equal to, or higher than, the cost of living on campus. Students need to consider their portion of the rent, initial deposit, first and last month’s rent, cost of food, utilities, cable, internet, furniture and appliances, laundry costs, and transportation to and from campus. Many of these expenses may not be in one bundle as they are with on-campus options.

Parking and Transportation

Students should consider how they plan to travel to and from campus. We encourage students to check the availability of public transportation, purchase a commuter parking pass if parking on campus, determine shuttle and bus routes, and/or determine if their apartment is in reasonable walking distance from the University. They also need to take into consideration the time of day they will be making their commute.

Safety

Encourage students to examine the safety features of their new environment. How is access into the area controlled? Is the area well lit? How far will they have to walk from public transit or where they park to their apartment? What policies are in place that encourage safety?

GRADUATION

HOW TO STAY INVOLVED

Whether or not your student has found their niche at this point of their college experience, it is important your student remains connected. You will probably see your student shift their priorities within an organization. They may take a leadership role or consider taking a back seat since they have already given their time. They may have been very involved in their sorority and social life, and now they may be focused more on their internship and academic groups that contribute to their major. Your student has grown and matured in many ways during their time at Clemson so far. As a young adult, your student has gained more experience and learned how to navigate through circumstances on their own.

UPPERCLASS STUDENT OPPORTUNITIES AND TRADITIONS

Clemson Ring Week

Ring Week takes place during the first few weeks of the Fall and Spring semesters. This is a time when currently enrolled students, who have completed 90 or more hours on their academic transcript (not degree works progress report), as well as graduate students who have applied for graduation, can purchase their Clemson Ring. During Ring Week, the Leadership Week

Leadership Week is a weekend-long, student-focused celebration at Clemson geared toward exploring topics related to inclusive excellence, collaboration, leadership for social change, career readiness and self-exploration. Students are invited to participate in any number of sessions offered by campus departments, student organizations and community partners. Volunteer Consultations

Students interested in engaging with our local community can reach out to our Community Leader Development team to schedule a volunteer consultation. Students will complete a brief inventory about their interests, availability and access to transportation. Then a member of our team will follow up for a brief conversation to connect students with community agencies in need of volunteers!
HOW YOU CAN SUPPORT: CLEMSON ALUMNI

Try and help your student think of things they are doing now in a way they can see how it will affect their skill sets for their future careers. It may seem simple, but when they sit down and conceptualize the process, your student will see they have more experience than they realize. Be sure to remind them to enjoy the process, your student will see they have more experience than they realize.

CLEMSON ALUMNI

The Pershing Rifles, a Clemson ROTC student organization, begin guarding at the Scroll of Honor 24 hours prior to the ceremony. The Pershing Rifles then march in the Parade of Rings from the Scroll of Honor to Littlejohn Coliseum approximately one hour before the ceremony begins. During the ceremony, students are called to cross a stage where they are presented with their Clemson Ring and are able to shake hands with the University president. Family and friends are encouraged to attend the ceremony to celebrate with their student or students.

Senior Week

Each year in the week prior to exams, the Student Alumni Council hosts a variety of events for graduating seniors. Events such as Rub the Rock and Senior Ball serve to congratulate seniors on their hard work and to end their time here with the best traditions Clemson has to offer. Seniors receive information via email communications leading up to Senior Week.

GRADUATION PREPARATION

Official Graduation Logistics

In order for a student to graduate, they must have completed all degree requirements within their major. It is important for your student to connect with their advisor several times in their last year to be sure they have completed all degree requirements. In addition to completing all degree requirements, your student must apply for graduation. Remind your student the importance of checking their email as graduation information will typically be sent out months before the actual application deadline. Outside of applying for graduation, your student will also need to order their cap and gown if they plan to walk across the stage at the traditional commencement ceremony. If your student is involved in any honor societies or on campus organizations, they should check to see if their special cords or stoles are available for purchase. For specific information about the commencement ceremony, you can check the Registrar’s website at clemson.edu/registrar.

Helpful Reminders for Graduation Planning

Hotels tend to fill quickly on graduation weekend, so plan to reserve rooms 60 days in advance. It is also helpful to think of any additional activities you would like to plan that weekend, including making reservations at your student’s favorite restaurant or securing a photographer if your student wants professional photos in their cap and gown. For specific information about the commencement ceremony, you can check the Registrar’s website at clemson.edu/registrar.

CLEMSON ALUMNI

The transition to being alumni can be exciting, but it is important to remember there will still be plenty of resources for your students to adjust to life after college.

Clemson Alumni Career Services

The Clemson Alumni Association offers a variety of career resources to all alumni one year after they have graduated. The Alumni Center and the CCPD have built relationships with many top-recruiting agencies as well as many of the Clemson Clubs across the country to offer assistance in career services for our alumni. Some of these include networking, mentoring and employment opportunities.

Clemson Clubs

Another way for you and your student to stay connected after graduation is to join a Clemson Club. Because of the varied locations and interests of our Clemson Family, we have developed Clemson Clubs and interest groups across the country to provide special opportunities for information, volunteering, celebration and activities. There are a variety of Clemson Clubs throughout the country for alumni to network, cheer on the Clemson Tigers football team and host programs for potential new Tigers. Joining a Clemson Club is a great opportunity to meet other Clemson fans in local communities and stay in tune with what is happening with the Tigers. Clubs are listed on the Clemson Alumni website: bit.ly/CCalumniclubs

Homecoming

Homecoming is a great opportunity for alumni to return home to Clemson, meet with old friends and classmates and enjoy campus once again. Each year, the Clemson Alumni Association invites alumni back for various tailgates associated with clubs, groups and colleges. The Clemson Alumni Association provides details for these events several weeks prior to homecoming to ensure alumni have a full itinerary before arriving back on campus. To learn more, visit alumni.clemson.edu/homecoming

Staying Connected to Clemson

The Clemson Alumni Association exists to serve alumni, friends and graduates of Clemson University by providing them with opportunities to network and gather to celebrate Clemson wherever they may be. Membership to the Clemson Alumni Association is free and open to all former students.
RESOURCES

Clemson University recognizes college can be a big transition for families, and we want to help prepare you the best we can. We have come up with some resources specifically to support you and your family through your student’s time at Clemson. Below is a list of specific ways for you to stay connected as a family:

Family Communication Resources
Note: Publications listed below are available electronically at clemson.edu/parents
• 2022-23 Family Experience Calendar
• Clemson Family Handbook
• Clemson Parent and Family Experience Portal
Social Media: @ClemsonSA and @ClemsonCSEL on Facebook, clemson.sa and clemson.csle on Instagram, ClemsonSA on Twitter and ClemsonSA on YouTube
• Family website: clemson.edu/parents
Family Events
• Fall Family Weekend
• Spring Family Weekend
Family Staff
• Center for Student Leadership and Engagement
• 864-656-0515 or cufamilies@clemson.edu

STUDENT DEVELOPMENT
For most students (and parents), attending college can be an anxious time — exciting but potentially overwhelming. No matter how prepared you think you are, you can still struggle with questions:

“What am I to become?” (e.g., major, career paths); “Who am I to love?” (e.g., friends, significant relationships); “What do I believe?” (e.g., beliefs learned by other influences or their own beliefs); and “What do I stand for?” (e.g., ethics, principles and values that guide one’s life). Each period may result in a student different to you as they work through these and other developmental issues. While only three months separate a high school senior from a first-year college student, these three months and the first semester are significant periods of growth and change. Your student is learning how to be a college student. Orientation is the start of our support for you in understanding these changes. You will be reminded of these transition brings for you. One note — if this is your second student, it is likely easier, but do not assume transitions will be the same as with your first student. Each student has a different experience as they map their lives.

Suggestions for Enhancing Your Relationships with Your College Student
As a parent or guardian, your support, guidance and direction have assisted your student’s academic success into a top-ranked public institution. For many parents and guardians, raising a child is one of their most significant investments. As a parent, you have helped your student successfully navigate the educational process, resulting in their enrollment at Clemson. Sending a child to college often creates a variety of emotions for parents. Much literature exists to help, but we would suggest you simply do what you have done to ensure the success of your student up to this point. The following are five beneficial tips to aid a successful transition from high school to college.

1. Ride the Emotional Roller Coaster and Practice Soft Skills
The next few years will seem like a roller coaster for you. There will be ups and downs, twists and possible mistakes made along the way. Your student will need your patience, a listening ear and a healthy dose of empathy. Know your student better than anyone. Listen to them and allow them to solve their own problems themselves. Trust you have done a great job raising them. Remember this is their time to shine!

2. Promote Autonomy
Your natural inclination is going to be to solve everything for them in the next few years. We urge you to not do this. They need to handle their own problems. Realize you will likely see and talk less to your student. Wait for them to reach out — they will do so when and if it is needed. This distance does not mean anything is wrong, it simply means they are becoming more independent and becoming their own decision makers. Encourage them to utilize the numerous campus resources, especially the free ones — the Academic Success Center, writing centers, Counseling and Psychological Services, student organizations — and remember the Clemson Parents website also offers many resources. Good parenting is learning to let go, and everything up to this point has been about letting go. You created good boundaries for them, and they will be successful because of the experiences you fostered.

3. Embrace Your Own Changes
Simply because you sent your child to Clemson does not mean you will not worry and share concerns for them. Your worry does not go away — you will worry about their safety, what they are doing and who they are hanging out with. When experiencing such feelings, remind yourself there are hard-working, dedicated staff and faculty to help them. You will never stop being their parent, but you can and should begin reframing that relationship. Work to find the appropriate balance. Now is the time to think about yourself and what changes this transition brings for you. One note — if this is your second student, it is likely easier, but do not assume transitions will be the same as with your first student. Each student has a different experience as they map their lives.
HOW YOU CAN SUPPORT: THE TRANSFER STUDENT EXPERIENCE

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

THE TRANSFER STUDENT EXPERIENCE

How to start over can best be defined as a period of transition. For some, it is a time to create a new or altered identity from the one they had in high school. Many students will develop new identities, seek new roles and engage in experimentation. Recognizing they are in this time of exploration, they may look and act differently. For example, they may develop new eating habits, express new political viewpoints and dress differently. Preparing yourself mentally and recognizing these transitions as expected will allow you to respond appropriately.

4. Opportunity to Start Over

College can best be defined as a period of transition. For some, it is a time to create a new or altered identity from the one they had in high school. Many students will develop new identities, seek new roles and engage in experimentation. Recognizing they are in this time of exploration, they may look and act differently. For example, they may develop new eating habits, express new political viewpoints and dress differently. Preparing yourself mentally and recognizing these transitions as expected will allow you to respond appropriately.

5. Encourage Involvement and Engagement Both In and Out of Class

One of the biggest benefits to college is students have the ability to engage in many opportunities. Of course, academic success and learning is at the forefront, but students who glean the most from their collegiate experience invest in both academic and non-academic activities. Clemson has more than 700 honor societies, student organizations, clubs and sports organizations, and participating in these opportunities is one way to augment the undergraduate experience.

6. Development of New Identities

College can best be defined as a period of transition. For some, it is a time to create a new or altered identity from the one they had in high school. Many students will develop new identities, seek new roles and engage in experimentation. Recognize as they are in this time of exploration, they may look and act differently. For example, they may develop new eating habits, express new political viewpoints and dress differently. Preparing yourself mentally and recognizing these transitions as expected will allow you to respond appropriately.

Clemson has more than 500 recognized student organizations, and current students can simply use the search feature on TigerQuest to find clubs and groups they are interested in joining or learning more about. New transfer students may also experience a change in academic expectations and rigor when they enroll at Clemson. As a top public tier-one research institution, Clemson is both academically challenging and stimulating. Students will have opportunities unique to Clemson such as Creative Inquiry courses, which provide hands-on research opportunities for undergraduate students at Clemson. Clemson also provides a wealth of academic services designed to support new students during their academic transition. Peer-Assisted Learning, tutoring and other support services provide the necessary help whenever a new transfer student needs some assistance.

Parents play an important role during this time of transition for their student. We rely on parents to let us know when they are concerned about their student for any reason — not making new friends, experiencing academic stress or simply not feeling like they are fitting in.

SUPPORT A (SAFE) BIRTHDAY AT AGE 21

In the United States, turning 21 is often a milestone for young adults and can be marked with numerous celebrations, which often involve alcohol. Choosing not to drink alcohol under age 21 because it is illegal is a major reason why some students abstain. Underage students may fear the possibility of getting in trouble and/or hold moral beliefs the law should be upheld. After a student reaches the age of 21, however, some may contemplate the decision to try alcohol or continue their decision to abstain. Students who have been nondrinkers in the past may decide to experiment with alcohol.

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

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

CLEMSON TRADITIONS

Solid Orange

Launched in 1999 as a marketing campaign by the University, “Solid Orange” is all about sportsmanship and building an environment that is spirited; fun; and also shows respect for the teams, the University and the traditions that make Clemson special. Every Friday, students, faculty, staff and alumni everywhere can find wearing Clemson orange in a show of unity and pride.

HOW YOU CAN SUPPORT: SUPPORT A (SAFE) BIRTHDAY AT AGE 21

We encourage you to keep the lines of communication open and discuss things with your student frequently. Parents can assist their students by helping them understand transition as a temporary state, once the student has been in classes and has begun to meet other students, they will soon feel they are part of the Clemson Family.
Tiger Rag
In 1942, student band director, Dean Ross, found the sheet music for "Tiger Rag" in an Atlanta music store and brought it back to campus to play at football games. "Tiger Fanfare," by band director Mark Spede, was added in 2003. Today, the band has more than 15 ways to play what's known as "the song that shakes the Southland."

Howard's Rock
Named for legendary coach Frank Howard, the rock was brought to Clemson from Death Valley, California, by 1919 alumnus S.C. Jones. On September 24, 1966, the day the rock was first placed on a pedestal at the top of The Hill, Clemson overcame an 18-point deficit to defeat Virginia in a 40-35 victory. The following season, when the Tigers hosted Wake Forest in the season opener on September 23, 1967, Howard told his players "if you're going to give me 110 percent, you can rub that rock. If you're not, keep your filthy hands off of it." The "Tigers won that game with a 23-6 victory." The tradition was born. The rock still sits at the top of The Hill, and Tiger football players rub it for good luck before each home game.

Running Down The Hill
The tradition of running down The Hill (located above the east end zone) began out of practicality in 1942. The shortest walk from the team's dressing room in Fluor Fieldhouse to the stadium was to walk down Williamson Road and enter a gate where the stadium's large scoreboard now stands. Today, with the sound of "YOUR CLEMSON TIGERS!" a cannon fires, the band plays "Tiger Rag" and thousands of orange-clad fans cheer the moment when the Tiger football team runs down the grassy hill onto the field, a tradition that has been dubbed "The Most Exciting 25 Seconds in College Football."

First Friday Parade
First Friday Parade has been held the Friday before Clemson's first home football game to celebrate the beginning of the school year and kick off the football season. Student organizations, community groups and University departments parade down Highway 93 to Williamson Road before ending at Historic Riggs Field for a pep rally.

Orange and Purple
The use of orange and purple began when Walter Riggs formed Clemson's first football team in 1896. Riggs brought the game from what is now Auburn University and with it, some of Auburn's old orange and navy jerseys. Because the jerseys had gone through a few washboard scrubbings, they were quite faded. So Riggs made the school's predominant color orange to be a cannon fires, the band plays "Tiger Rag" and thousands of orange-clad fans cheer the moment when the Tiger football team runs down the grassy hill onto the field, a tradition that has been dubbed "The Most Exciting 25 Seconds in College Football."

The Paw
The Clemson Paw was introduced as the new athletics logo in 1970. It was modeled from cast of a real tiger paw at Chicago’s Natural History Museum. It has a one o'clock tilt to reference the football games’ kickoff time in 1970s. You will find the Paw everywhere around campus and town showing pride and support for Clemson University.

Clemson Ring
The First Clemson class rings were issued in 1896. The "C" surrounding a palmetto tree on a black background is one of the most recognizable of all college rings today. Copyrighted so only Clemson alumni and students with more than 90 hours may have the honor of wearing it, the ring contains art elements representing the University’s land-grant and military heritages as well as the motto, "Who shall separate us now?" Seniors may receive their rings from the University president at a ring ceremony sponsored by the Clemson Alumni Association and the Student Alumni Council.

Clemson Ice Cream
When Walter Riggs started Clemson’s football program in 1900, he allowed his players to pick the team mascot, and they chose “Tigers,” borrowing from Princeton University who had just won the national championship. Since 1954, a Clemson student has donned the Tiger mascot suit, joined by the Cub in 1993. At football games, the Tiger does push-ups every time the team scores to match the point total while the student section counts the push-ups and cheers him on, especially when our players rack up the points.

Clemson Blue Cheese
Clemson Blue Cheese was first cured in the Stumphouse Tunnel outside Walhalla in 1941 by a Clemson dairy professor who recognized the tunnel's perfect conditions for curing. In 1986, the curing process was moved to the Agricultural Center in Newman Hall. Today, the student-run '58 Exchange store features this renowned ice cream, which is still made on campus by Clemson students using the original Clemson ice cream formula.

Homecoming and Tigerama
The excitement, spirit and enthusiasm of homecoming celebrations have been a Clemson tradition since 1914. During the week preceding the game, student organizations build homecoming displays on Bowman Field which consist of telephone poles, wooden frames and tissue paper called "pomp" stuck into chicken wire to make images or designs. Beginning in 1987, Tigerama — one of the nation's largest student-run pep rallies — incorporated skits by student groups, fireworks and the crowning of the homecoming queen on the Friday night before the football game.

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

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New Student Convocation Pin
Clemson students have officially begun their Clemson career upon receiving their new student convocation pin. This symbolic transition to Clemson is founded upon Clemson’s Core Values and marks the official start of a lifetime of pride and honor.

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

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

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

Military Heritage
Clemson University has a proud tradition of military excellence. Beginning with the first graduating class of 1896, more than 10,000 Clemson men and women have served in the armed forces. Today, Clemson Army and Air Force ROTC cadets carry on the rich tradition of the historic Cadet Corps. Clemson’s military spirit is commemorated through sites such as the Military Heritage Plaza, overlooking Bowman Field, which served as Clemson’s earliest military drill complex. The 18-step memorial and plaza feature an array of ribbons and honors, the footprints of brave service members and inscriptions from alumni classes.

The Tiger Paw-Stamped $2 Bill
In 1977, Georgia Tech decided to stop playing football against Clemson. In a show of protest, students and alumni stamped $2 bills with Tiger Paws and used them in Atlanta to show the money that Tiger fans bring to athletic events. Today, Clemson fans continue to take Tiger Paw-stamped $2 bills to away games to show the economic impact our fans have on a city.

Scroll of Honor
The Clemson Corps, a constituent group of the Alumni Association, developed the Scroll of Honor to recognize those alumni who have given the ultimate sacrifice in service to their country. To date, 493 alumni have been identified. The Clemson Corps coordinated a university-wide effort to construct a memorial to honor these heroes. The Scroll of Honor Memorial is located adjacent to the east gate of Memorial Stadium across from Howard’s Rock.

The Clemson Story
Initially an all-male, all-white military school, Clemson Agricultural College opened in July 1893 with 446 students. Clemson became a coeducational, civilian institution in 1955. In 1963, with the admission of Harvey Gantt, Clemson became the first traditionally white institution in South Carolina to desegregate since Reconstruction. With academic offerings and research pursuits, the institution became Clemson University in 1964.

For more on the history and traditions at Clemson University, visit clemson.edu/about/traditions
The following is the usual protocol for residents who are experiencing a roommate conflict or concern on the hall. First contact: resident assistant on the floor; second contact: graduate community director or community director; third contact: assistant director.

For more information about University Housing & Dining, visit clemson.edu/housing-dining. If you have a specific question, please contact one of the following offices.
STUDENT SERVICES

Athletic Ticket Office
1 Avenue of Champions
864-656-2118
cutixonline@clemson.edu
clemsonontigers.com/tickets

Campus Reservation & Events
Guest Services Desk, Second Floor, Hendrix Student Center
864-656-6118
reserve@clemson.edu
clemson.edu/campus-life/activities/events

Campus Recreation
Swann Fitness Center at Fike
864-656-3453
reserve@clemson.edu
clemson.edu/campusrec

Clemson University Barnes & Noble Bookstore
Dothan Hills Hub
864-656-2050
clemson.edu/bookstore

Community and Ethical Standards
912 University Union
864-656-0510
clemson.edu/campus-life/studentconduct

Center for Student Leadership and Engagement
329 Sirrine Hall
864-656-0515
csse@clemson.edu
clemson.edu/studentaffairs/cssle

Fraternity and Sorority Life
100 Norris Hall
864-656-7378
greek@clemson.edu
clemson.edu/campus-life/fraternity-sorority-life

Fraternity and Sorority Life Housing
100 Norris Hall
864-656-2295
greek@clemson.edu
bit.ly/fshousing

Municipal Court
G-01C University Union
864-656-5238
cucourt@clemson.edu
clemson.edu/campus-life/municipalcourt

Parking and Transportation Services
G-01 University Union
864-656-2270	parking@clemson.edu
clemson.edu/parking

Special Situations, Extended Absences or Crisis
214 Hendrix Student Center
864-656-0510
clemson.edu/studentaffairs/dean

Student Mail Services
Package Delivery and Pickup — Ground Floor, University Union
864-656-0510
studentmail@clemson.edu
clemson.edu/studentmail-services

Please note: A student must register for a post office box in order to receive on-campus mail.

TigerOne Card Services
111 Hendrix Student Center
864-656-0510
tigeronecard@clemson.edu
clemson.edu/tigerone

Vice President for Student Affairs and Dean of Students
202 Sikes Hall
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Associate Vice President for Public Safety and Chief of Police
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Associate Vice President for Student Affairs and Senior Associate Dean of Students
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Kimberly Poole, Ph.D.
864-656-0510
koole6@clemson.edu
WHAT WE BELIEVE
We believe each one of us is empowered to positively impact our community and the world.

OUR RESPONSIBILITY

MISSION
To prepare and empower students to make a difference as global citizens.

VISION
To be a preeminent, student-centered community that creates supportive and inclusive environments to prepare students for lifelong learning.