

Mission

Eugene T. Moore College of Education Mission Statement:

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

Counselor Education/Student Affairs Department Mission Statement:

The faculty of the counselor education program is dedicated to educating counselor education professionals as scholar practitioners to function in culturally diverse settings. This program utilizes an experiential and theory-to-practice model emphasizing development, prevention, and intervention. The program areas are designed to provide challenging, yet supportive environments that promote professional orientation, commitment to inquiry, and self-awareness.

Program Overview

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

The 42-credit hour program educates future student affairs administrators and student development educators who are experts in assessing and promoting student learning on higher education campuses. The program addresses knowledge and skill development required to provide administration, management, advisement, and counseling support within the higher education community. The curriculum offers a blend of courses in student affairs administration and counseling. The program integrates the ACPA/NASPA professional competencies throughout courses, field experiences and the final examination process.

Program Objectives

The faculty is dedicated to the recruitment, retention, and education of diverse professionals. In order to prepare student affairs practitioners, the faculty, through a program of planned educational experiences, attempts to develop in each graduate:

- the ability to work with faculty, staff, students, administrators, families, and other stakeholders with respect for the dignity and worth of all individuals;
- an awareness of the responsibilities of developmental needs and maintenance of quality experiences by using theory, assessment, and research to inform and improve practice;
- the understanding and skills related to counseling and developmental needs;

- the skills to effectively communicate with all cultural groups, which includes a high degree of sensitivity and acceptance of diversity in thought and action;
- the skills necessary to be employed in higher education settings in a variety of roles;
- the ability to act as a consultant and advocate throughout the higher education setting;
- a high degree of self-awareness and self-care while being committed to lifelong learning;
- the integrity to live by the ethical practices of student affairs practitioners.

Master's Degree Admission Requirements

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

The Program Admissions committee evaluates applicants on the following: (1) competitive cumulative GPA – ideally above 3.0 on a 4.0 scale, (2) acceptable Graduate Record Examination scores (general test), (3) two professional letters of recommendation, (4) transcripts, and (5) a completed application including responses to short answer questions, (6) optional departmental interview, and (7) graduate assistantship position at Clemson or full-time employment in a higher education setting.

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

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

Application Deadlines

Summer and Fall Admissions – February 1

Spring Admission – October 1 – part-time applicants only