ACADEMIC ADVISING GUIDEBOOK

2019–2020

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The UofSC Academic Advising Guidebook (2019) is the first edition of the publication and is based on the University Advising Center's Advisor Training and Certification program.

About the Program

The Academic Advisor Training and Certification Program is a multi-level program that covers seven different competency areas, which are aligned with the National Academic Advising Association Academic Advising Core Competencies Model and framework (NACADA, 2017). USC's Academic Advisor training program. These areas include:

1. Advising Practices at USC

2. University Policies and Procedures

3. Academic Programs and Requirements

4. Advising Technology

5. Campus Resources

6. Undergraduate Students and Special Populations

7. Advising Profession and Practice

Using the Guidebook

This resource may be a useful tool as advisors complete Advising Foundations and the subsequent levels of training. Each chapter ends with guidance to the next section of the Guidebook that aligns with the following section of training.

- Advising Foundations begins at Unit 1, Section 1: Re-Envisioning Academic Advising at USC
- Level 1 begins at Unit 1, Section 2: Advising at USC Overview
- Level 2 begins at Unit 1, Section 4: College Enrollment and Graduation
- Level 3 begins at Unit 1, Section 6: Student Responsibility for Advising
- Level 4 content is coming soon

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Advisor Guidebook

Unit 1: Advising at UofSC

This chapter includes:

Section 1: Re-Envisioning Academic Advising At UofSC

Learning Outcomes
1. Explain how academic advising supports UofSC's strategic plan.
2. Describe the structure of academic advising at UofSC.

Academic Advising as an Institutional Priority

UofSC's 10-year strategic plan, "Carolina 2025", was introduced by President Pastides during his 2015 State of the University Address. Academic advising was identified as an area of focus for improvement.

"We're crafting a plan called Carolina 2025. A plan that will take our University into the century's third decade. Our planning has always been and will continue to be purposeful, not accidental. The major components will focus, as they always have, on the quality of the student experience. We soon discovered that own students identified advising as their top priority for institutional improvement. This past July we opened a new University Advising Center. This year we plan to hire 25 more first-year advisors. They'll help to improve student retention, academic progression, and decrease time to graduation" (President Harris Pastides, Fall 2015).

To plan for Carolina 2025, the report, "Re-envisioning Academic Advising at the University of South Carolina", outlines six recommendations, including developing an Advising Center, First-Year Advising, advising technologies, and Advisor Training and Certification. A full copy of this report developed by the Advising Coordinating Taskforce (ACT) is available in the 'Resources' folder of the Academic Advising Blackboard Course.

Academic Advising Structure & Requirement

UofSC's academic advising structure as defined by the National Academic Advising Association (NACADA) is the Shared-Split Model. Using this model, advising is provided by faculty and/or professional staff advisors in the individual college and by staff of an advising center such as the University Advising Center. This advising structure is used at 27% of all higher education institutions; 46% of those institutions being 4-year public universities such as UofSC.

Students at UofSC are required to meet with an academic advisor in their college each semester. The main purpose of this meeting is to discuss course selection for the upcoming semester. Registration holds are placed on all student accounts and are removed after the student is advised. Students who are not advised are not able to register for courses.

Academic Organizational Structure

To understand the Shared-Split model at UofSC, it is important to know the organizational structure of the Division of Academic Affairs. The Provost, Dr. Joan Gabel, oversees UofSC's undergraduate academic programs.

Each of the 11 degree-granting undergraduate colleges and schools are led by a Dean who oversee the different departments within their college. UofSC's undergraduate academic programs include over 90 majors and 40 concentrations approved by the Commission on Higher Education.

Undergraduate student enrollment in programs of study varies greatly among the eleven colleges at UofSC. In Fall 2018, the School of Business enrolled the greatest number of first-year students with nearly 29% of the

cohort. Over 80% of the first-year cohort enrolled the top five colleges. The College of Arts & Sciences had the greatest number of graduates in Spring 2016.

35% of the undergraduate student population at UofSC have additional advisors who support their academic progress and success. Special student populations including Honors College, Opportunity Scholars, Student Athletes, and students planning to pursue professional schooling have specific academic requirements and receive specialized advising in addition to their departmental academic advising.

Advising Research
The impact that academic advisors have on the college student experience reaches beyond course selection and registration. Research looking at the impact of Academic Advising in college states that, "The quality of academic advising is the single most powerful predictor of satisfaction with the campus environment for students at four-year schools" (Kuh, 2008). In addition, professionals from academic advising suggest that, "Advisors help students get connected and stay engaged in their college experience and, thus, persist to reach their academic goals and their career and personal aspirations" (Drake, 2011). Full copies of these articles are available in the 'Resources' folder.

If you are following along with Advising Foundations, please go to Unit 2, Section 1.

Resources
Advising Coordinating Taskforce. (2015). *RE-envisioning academic advising at the University of South Carolina.* Retrieved from the University of South Carolina website http://sc.edu/about/offices_and_divisions/advising/university_advising_center/index.php

Drake, J.K. (2011). The role of academic advising in student retention and persistence*. About Campus,* 16(3), 8-12. Retrieved from Wiley Online Library*.* http://onlinelibrary.wiley.com/doi/10.1002/abc.20062/epdf

Ivey, P. (2015 Sept 15). *Pastides introduces roadmap to 'Carolina 2025'.* [video file]. Retrieved from http://www.sc.edu/uofsc/posts/2015/09_state_of_the_university.php#.WOPvgme1uUk

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Pardee, C. (2004). *Organizational Models for Advising.* Retrieved from http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Organizational-Models-for-Advising.aspx

UofSC Datawarehouse report. (2016). [Datawarehouse report for Fall 2015 Enrolled student Demographics by Major]. Retrieved from https://datawarehouse.sc.edu

UofSC Datawarehouse report. (2016). [Datawarehouse report for Fall 2016 Graduation Report]. Retrieved from https://datawarehouse.sc.edu

Section 2: Advising at UofSC Overview

This section provides detail of the academic advising structure at UofSC to explain how advisement is provided using the Shared-Split model of advisement.

Learning Outcomes
1. Identify who is able to provide official academic advisement and lift registration holds.
2. Describe when students would be assigned to each official advisor of record group.
3. Describe the supplemental advising support provided by Exploratory Advisors.
4. Identify students who receive additional advising support based on their membership in a specific student population.

Shared-Split Model of Advisement
What is the Shared-Split Model of Advisement?
Introduced in Advising Foundations, UofSC's academic advising structure as defined by the National Academic Advising Association (NACADA) is the Shared-Split Model. Using this model, advising is provided by faculty and/or professional staff advisors in the individual college and by staff of an advising center such as the University Advising Center.

Academic Advising Structure at UofSC
How is Academic Advising provided at UofSC?
While students may seek advice about academics from various individuals at UofSC, only those who are designated as advisors of record may officially advise for courses and lift registration holds. Official advisors of record at UofSC include:

1. First-year academic advisors
2. Faculty or staff departmental academic advisors
3. Undergraduate Studies Advisors/Academic Success Coaches

Students are advised within the academic colleges by a first-year academic advisor or a faculty or staff departmental academic advisor. In some cases, students are advised by an Undergraduate Studies advisor in the University Advising Center.

First-Year Advising
What is First-Year Advising?
Students in their first year at UofSC are assigned to a first-year academic advisor working in their college. This includes first-year freshmen and most new transfer students. First-year advisors are placed in colleges to meet the NACADA student-to-advisor caseload recommendation of 300:1. 80% of their time is allocated to 30-minute scheduled advising appointments. This allows first-year academic advisor approximately four hours each year advising, monitoring, and intervening with each student.

Departmental Advising
What is Departmental Advising?
Departmental advising begins in the second year. A student's experience will vary between the colleges as the structure and facilitation of advisement may look different depending on the college. Many colleges at UofSC employ a centralized model of advisement. In this model, all academic advising takes place in a central student services office and is provided by professional staff advisors. Examples of this at UofSC are the Darla Moore School of Business and the School of Hospitality, Retail, and Sport Management. Other colleges utilize a faculty model of advisement. In this model, students are advised by faculty in the same academic area as their

program of study. Examples of a faculty model of advising can be found at UofSC in the College of Engineering and Computing and the College of Arts & Sciences.

Undergraduate Studies Advising
What is Undergraduate Studies Advising?
Students dismissed from an academic program for failing to meet progression requirements are assigned to an Undergraduate Studies Advisor/Academic Success Coach in the University Advising Center. Students have a maximum of two semesters to remain in Undergraduate Studies. During this time, they explore academic program options and create plans for returning to a degree-granting college. The Undergraduate Studies Advisor/Academic Success Coach is the student's official academic advisor of record and will lift registration holds.

In addition to the official academic advisors, students may receive supplemental advising and support for reasons such as changing majors or if they are part of a specific population of students.

Exploratory Advising
What is Exploratory Advising?
Exploratory Advisors provide supplemental advisement to students who are changing majors by helping them plan and identify courses to take that will meet program requirements for their new major. Students who are changing majors between Colleges should be referred to Exploratory Advising for information on the academic programs of interest and to learn about the major change processes. An Exploratory Advisor can be listed as a secondary advisor on a student's record, and can then lift advising holds.

Population Specific Advising
What is Population Specific Advising?
Some specific student populations have additional advisors who support their academic progress and success. Students in the Honors College, Athletes, and Opportunity Scholars Program participants have specific academic requirements they must meet in order to maintain program eligibility. Pre-professional students need to take appropriate courses and engage in experiences while in undergrad to prepare and have a competitive application for professional school. While these advisors may provide guidance on course selection and academic planning, they are not the student's official advisor of record and cannot lift registration holds.

If you are following along with Level 1, please go to Unit 1, Section 3.

Section 3: Annual Advisement and Registration Times

This section covers the annual advisement cycle, course registration, and part of term.

Learning Outcomes
1. Identify the three peak advising times of the fall and spring semesters.
2. Describe the typical needs of students during each peak advising time.
3. Explain how 'registration time tickets' are assigned.
4. Identify the three parts of term for fall and spring semesters.
5. Describe common reasons to advise students for half term courses.

Annual Advisement Cycle

What is the Annual Advisement Cycle?

Academic advising is a cyclical process, with ebbs and flows of student demand throughout the semester.

Typically, there are three peak advising times during each semester: the beginning, mid-point and last few weeks of the semester.

1. The beginning of the semester has an increase in student appointments and communication due to classes starting. Common advisement needs of students at this time include curriculum changes, course scheduling, and course availability issues.

2. At the mid-point of the semester, student demand increases with the need to be advised for the upcoming semester. Each college begins advising at different times depending on the number of students enrolled and advising caseloads of advisors. Many colleges begin formal advisement as early as the third week into the semester and continue through course registration.

3. During the last few weeks of the semester students have an idea of what their final grades will be for the semester, and may need to meet with an advisor to discuss their academic plan moving forward. Common advisement needs of students at the end of the semester include grade forgiveness, major change, or developing an alternate academic plan.

Course Registration

When do students register for courses?

A time students anticipate most each semester is the beginning of course registration for the following semester. Course registration generally begins in early November for spring courses and in early April for summer and fall courses. Students are assigned a 'registration time ticket' which displays the day and time they are able to first register for classes. Students may view their 'registration time ticket' in Self Service Carolina.

How are 'registration time tickets' assigned?

Registration times are assigned based on two primary factors: credit hours earned and specific student population membership.

1. **Credit Hours Earned** - The higher the number of credit hours earned, the earlier the course registration time.
2. **Specific student population membership** – Members of student populations such as student athletes, Honors College, and Opportunity Scholars Program will have earlier course registration times. This helps these students get into the classes that meet their specific academic requirements and

scheduling needs.

What to tell students about course registration?
Here are some helpful reminders and tips you should tell students about course registration:
- They are required to meet with you before they will be able to register for courses.
- Make sure no registrations holds are on their account and take care of any they have.
- Know when their 'registration time ticket' begins and be ready to register for courses at that time.
- Refer to the Planner in DegreeWorks to see the courses they were advised to take.
- Use Schedule Planner during course registration to create preferred schedule options and easily register for courses.

Part of Term

What is part of term?
The fall and spring semesters are divided into three parts of term, each with a specific course start and end date. In addition, each part of term has specific course add, drop, withdrawal, and refund dates. The three parts of term are:

1. Full term – Most courses offered are full term courses. Courses are scheduled from the first day of classes at the beginning of the semester through the last day of classes at the end of the semester. This part of term is represented by the code '30 – Columbia Full Term' in Self Service Carolina.
2. First Half Term – Courses are scheduled during the first 8 weeks of the semester. This part of term is represented by the code '3A – Columbia First Half Term'
3. Second Half Term – Courses are scheduled during the second 8 weeks of the semester. This part of term is represented by the code '3B – Columbia Second Half Term'

Summer semester courses are offered in three-week, six-week, nine-week, and full term parts of term. Summer semester will be discussed further in Level Two.

When to advise students for half term courses
There are many reasons students take half term courses. Three common reasons to advise for half term courses are:
1. When a student withdraws from a full term course and needs to enroll in second half term course to meet academic program progression, full-time student status, financial aid, and/or scholarships requirements.
2. When a student needs to take fewer hours during one half of the semester to meet work or personal commitments.
3. When a student needs to take fewer hours during one half of the semester due to unexpected circumstances such as illness or family emergency.

If you are following along with Level 1, please go to Unit 2, Section 3.

Section 4: College Enrollment and Graduation

This section will briefly cover academic program enrollment and graduation numbers at UofSC.

Learning Outcomes
1. Describe how knowing cohort enrollment numbers informs advisement practices.
2. Identify the top five enrolling colleges of the first-year students in Fall 2017.
3. Identify the top five colleges with the greatest number of graduates in Spring 2018.

Undergraduate student enrollment in academic programs varies greatly among the eleven colleges at UofSC. Enrollment numbers change from semester to semester for many reasons including changing majors, new transfer students enrolling, and students leaving UofSC. Many students who enroll at UofSC as a first-year freshman will start in one college and graduate from a different college.

To get a brief view of student enrollment in colleges, we will now show the top five colleges for first-year enrollment and graduation numbers.

First-Year Student Enrollment by College
In Fall 2017, the College of Arts & Sciences and School of Business enrolled the greatest number of incoming first-year students with nearly 56% of the cohort. Additionally, over 75% of the first-year cohort was enrolled in one of five colleges.

The top five enrolling colleges for first-year students in Fall 2015 were:
1. Arts & Sciences – 1849
2. Business – 1346
3. Engineering & Computing – 661
4. Nursing – 319
5. Hospitality, Retail, & Sport Management - 275

Graduation by College
The College of Arts & Sciences had the greatest number of graduates in Spring 2018.

The top five colleges graduating students in Spring 2018 were:
1. Arts & Sciences – 1040
2. Business – 692
3. Public Health – 414
4. Engineering & Computing – 394
5. Communication & Information Studies – 264

How Does Enrollment Influence Advisement?
Advisors may recognize patterns among the enrollment numbers of different cohorts as they progress through a program of study. Knowing the cohort enrollment numbers for the majors advised can inform advisement practices.

By understanding how enrollment influences advisement, advisors can better:
- Identify courses that will be in high demand and will fill quickly
- Identify courses that can serve as alternates and meet program requirements
- Anticipate override requests and communicate need for additional course sections
- Prepare students for course registration

- Support students who are changing majors out of or into the college

Next, we will look at national data and trends as it relates to change of major in college.

Learning Outcomes
1. Understand and identify national data on change of major as it relates to the frequency and percent of students changing their majors in college.
2. Describe the four types of change of major patterns or flows between majors based on EAB analysis.

National Change of Major Data
What does National Data say about Change of Major?
According to the National Center for Education Statistics:
- 1/3 of college students change their major at least once within three years.
- On average, one in 10 students change their major twice while in college.

Why do students change their major?
The reasons students change their major have been attributed to such things as:
- The major being too difficult or not challenging enough
- Discovering new interests and strengths
- Developing relationships with faculty in a particular field, and
- Career outlook

How does major change impact degree completion?
A report released from the Educational Advisory Board (EAB) showed the impact of changing majors on time to degree completion. It looked at first-time, full-time, non-transfer students across 41 EAB Student Success Collaborative member institutions. The analysis found that:
- About 30% of students who change majors will graduate in four years
- Students should "settle into" a major by the 4th semester to achieve timely completion

In addition, findings showed that students who change majors three times are:
- 23% less likely to graduate than students who only change majors once, and
- Graduate about one year later than students who change majors fewer times

4-Year Graduation Rate and Time to Degree (in calendar years) by Number of Major Switches for All Members
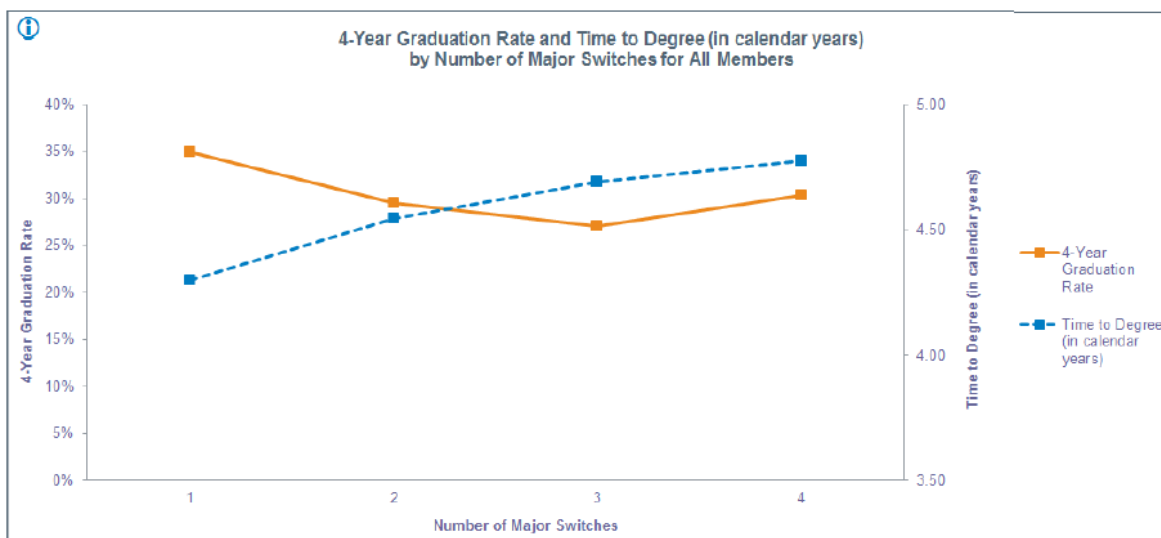
*Chart approximates first-time, full-time population (no transfer-in and averaging at least 12 credits per semester)

Change of Major Patterns

What are the Change of Major Patterns?

Another report from EAB, analyzed change of major patterns for almost 2,700 majors at 50 Student Success Collaborative institutions. It found four types of majors based on the flow of students changing between majors. We will briefly explain each of the four types of majors now.

1. **Donor majors** are programs in which students flow out more often than they flow in. Students declare these majors early on, but realize it is too challenging or not what they were interested in, and they then change into a different major.

2. **Acceptor majors** are programs in which many students flow in, but few students flow out. They are more specialized majors that students discover later in their undergraduate career and then change majors into it.

3. **Static majors** are programs that students rarely flow in or out of. They may be highly specialized fields that are hard to catch up in if switched into.

4. **Pivot majors** are programs that have an equal flow of students into and out of the major. These programs typically have flexible prerequisite requirements.

Take a minute to review the "Student Major-Switching Analysis" to see where the majors similar to those that you advise are found among the four major types.

Student Major-Switching Analysis
Groupings of Majors from the EAB Student Success Collaborative

N=2,693 majors at 50 institutions
Circle size indicates relative enrollment size
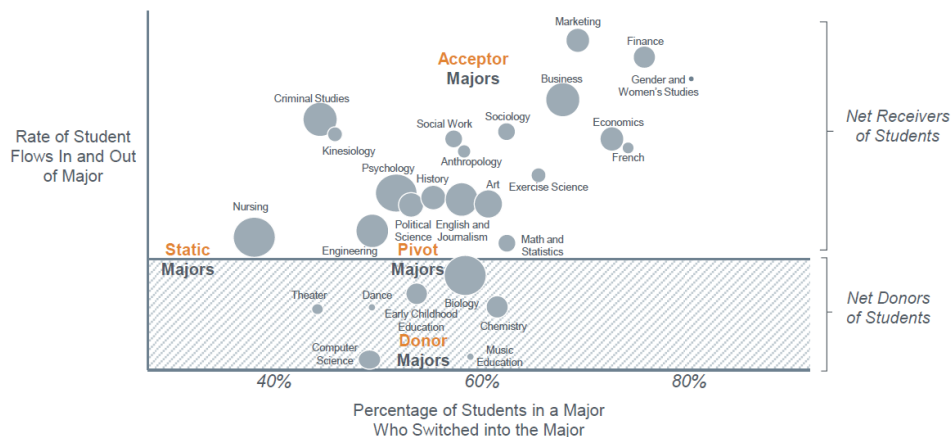
References:

National Center for Education Statistics (NCES). (2017). Percentage of 2011–12 First Time Postsecondary Students Who Had Ever Declared a Major in an Associate's or Bachelor's Degree Program Within 3 Years of Enrollment, by Type of Degree Program and Control of First Institution: 2014. Institute of Education Sciences, U.S. Department of Education. Washington, DC.
https://nces.ed.gov/datalab/tableslibrary/viewtable.aspx?tableid=11764.

The Advisory Board Company. (2014). Major Switching and Student Success: Insights from the SSC Collaborative Cohort. Educational Advisory Board.

The Advisory Board Company. (2016). A Student-Centered Approach to Advising: Redeploying Academic Advisors to Create Accountability and Scale Intervention. Educational Advisory Board.

If you are following along with Level 2, please go to Unit 1, section 5.

Section 5: On Your Time Initiatives

This section will provide information on the On Your Time Initiatives at UofSC.

Learning Outcomes
1. Describe the purpose of the On Your Time Initiative office.
2. Describe three things to tell students about the summer semester at UofSC.
3. Identify and describe non-traditional courses.
4. Explain the Accelerated Degree and how students complete this degree option.

What is On Your Time Initiatives?
On Your Time Initiatives (OYT) coordinates academic programming to ensure that all students have the opportunity to graduate on time.

The three key aspects of OYT that academic advisors should be familiar with are the Summer Semester, Non-traditional Courses, and Accelerated Degrees.

Summer Semester
What is the Summer Semester?
The summer semester at UofSC is divided into multiple parts of term which vary in length allowing students to create a schedule custom to their needs. Summer semester courses run from early May through early August and include 3-week, 6-week, 9-week and 13-week, full term sessions.

What to tell students about the Summer Semester
1. Summer tuition is the same as the Fall & Spring semesters if taking a full semester of courses (12 hrs).
2. Financial Aid and some scholarships can be used to pay for summer courses. Advise students to take a full load of courses to maximize their funding. Note that if scholarships are awarded for a certain number of semesters, the summer semester will count toward that. Students should contact the Office of Financial Aid and Scholarships for more information
3. Sessions of the same length do not overlap, making it easier for students to take multiple courses over the summer.

Non-traditional Courses
What are Non-traditional Courses?
Non-traditional courses are offered in a variety of formats at times outside of the traditional weekly, daytime schedule. Online, evening, weekend, and the accelerated, part-term courses are provided and scheduled by OYT.

What to tell students about non-traditional courses
1. Part-term, accelerated courses are a good option for students who have dropped a course and need to add another to meet semester credit hour requirements.
2. It is common for traditional undergraduate students to take evening courses. On average, there are over 750 courses offered in the evenings and 90% of students enrolled in these classes are full-time undergraduates.
3. Evening and weekend courses are identified by the 'Y' course section attribute.

Accelerated Degree
What is an Accelerated Degree?

Beginning Fall 2017, OYT will launch accelerated degrees for specific academic programs to allow for degree completion in less than four years. Students participating will take a full load of courses in the Fall, Spring, and Summer semesters. More information about eligible academic programs and how to participate will be provided as the program develops.

Working with OYT
How to Work With OYT
OYT works with academic departments to identify and provide the summer semester and non-traditional courses to support student retention and progression. Advisors can help OYT by doing the following:

1. Notify your department of additional course sections that are needed to meet student progression needs. Some departments may have advisors contact OYT directly.
2. Advise students for the summer semester just as for Fall and Spring.
3. Share student concerns about summer semester and non-traditional course schedules so OYT can make improvements.

If you are following along with Level 2, please go to Unit 2, section 7.

Section 6: Student Responsibility for Advising

This section provides information about student responsibility related to academic advising and degree progression.

Learning Outcomes
1. Describe Goal #6 of the report "Re-envisioning Academic Advising at the University of South Carolina" as it relates to student responsibility.
2. Describe general expectations of students related to academic advising and degree progression.
3. Identify advising and degree related tools and resources for students.

Student Responsibility for Advising
In spring 2015, the report "Re-envisioning Academic Advising at the University of South Carolina" was released that outlines six goals for improving advising at UofSC.

Goal #6, "Develop a culture of student responsibility for academic and career planning", focuses on students and the role they play in successful advising. To help meet this goal, there has been an effort to implement technology such as DegreeWorks, communicate expectations through Orientation and First-Year Advisors, and provide resources such as online checklists, major maps, and videos to help foster student responsibility and shared ownership of their advising experience.

General expectations of students and their responsibility as it relates to academic advising and degree progression include:

1. **Understand the requirements of their program of study.** Students should utilize major maps and review their DegreeWorks audit to understand their program of study requirements.

2. **Prepare for Advisement.** Students should utilize the "Pre-Advisement Checklist" found on the UAC website to complete the five recommended steps for advising preparation. Steps include reviewing degree progress, identifying potential courses to take next semester, and scheduling the appointment online through EAB Navigate.

3. **Attend an advising session.** Students must attend advising each semester to be able to register for courses for the following semester. Advisors should find ways to encourage student participation in the advisement session. This can include having students tell you what courses they think they should take and navigate to Self Service Carolina to review their Registration Checklist with you.

4. **Register for classes.** Students should utilize the "Pre-Registration Checklist" found on the UAC website to complete the five recommended steps for registration preparation. Steps include reviewing courses advised to take on the 'Plans' tab in DegreeWorks, checking for any registration holds and follow through on having those holds removed, creating potential course schedule options in Schedule Planner, and registering for courses at their registration ticket time.

5. **Follow through on advisor referrals and recommendations.** Students should complete tasks and utilize resources recommended by advisors. This could include attending a tutoring session for help in a difficult class, identifying a potential pathway for Graduation with Leadership Distinction, or talking with the Office of Financial Aid and Scholarships about additional funding options.

6. **Progress toward degree completion.** Ultimately, students are responsible for progress toward and completion of their degree. Students should regularly refer to major maps and DegreeWorks as well as communicate with their advisor regarding degree progression.

Students have access to helpful advising and degree related tools and resources through Self Service Carolina and the UAC website. Advisors should refer students to online resources such as DegreeWorks, Schedule Planner, major maps and Checklists that aid them in taking responsibility for their advising and degree progression.

In the future, it is expected that all students will be required to complete an online course with covering general UofSC academic content such as the Carolina Core, program of study requirements, major maps, advising technologies, and advisement expectations.

If you are following along with Level 3, please go to Unit 2, section 4 part 2.

Resource
Advising Coordinating Taskforce. (2015). *RE-envisioning academic advising at the University of South Carolina.* Retrieved from the University of South Carolina website
http://sc.edu/about/offices_and_divisions/advising/university_advising_center/index.php

Section 7: Student Advising Survey

This section will provide information on the academic advising surveys completed by students at UofSC.

Learning Outcomes
1. Describe the purpose of the **UofSC Student Academic Advising Survey**.
2. Describe how **survey results** are used.

UofSC Student Academic Advising Survey
The Student Academic Advising Survey measures students perceptions of their academic advising experience at UofSC. The initial 2014 survey findings were used to inform the 2015 report, Re-Envisioning Academic Advising Report at the University of South Carolina, that led to establishing the University Advising Center, First-Year Advisors, an advisor training & certification program, and the implementation of new advising technologies.

The survey has been conducted two more times, in 2017 and 2019, and the plan is to continue every two years.

A stratified random sample of approximately 12,000 undergraduate students are asked to complete the survey. This sample is representative of enrollment in each class.

The survey includes Likert response statements directly related to:
- **Advisor practice** – for example, "My academic advisor explains the purpose and requirements of the Carolina Core" and "My academic advisor helps me choose a major that is best for me".
- **Student involvement in the advising process** – for example, "I prepare for advisement prior to meeting with my academic advisor" and "I use DegreeWorks degree audit to monitor any progress toward graduation".
- **Satisfaction with advising** – for example, "Sufficient time is allotted during my advising sessions" and "Overall, how satisfied are you with academic advising at USC?"

How are survey results used?
Survey results are used in the following ways:
- Provide executive summary reports to each College/School and Student Government
- Identify areas of success and improvement
- Monitoring of aggregate trends between surveys
- Provides a themes analysis on open-ended comments
- Included on the UAC Assessment & Impact Data website and in the annual Provost blueprint report

Advisors are encouraged to review the UofSC Student Academic Advising Surveys from 2014, 2017, and 2019. The document links can be found on Blackboard in the folder for this section.

If you are following along with Level 4, please go to Unit 3, Section 12.

Advisor Guidebook

Unit 2: University Policies and Procedures

This chapter includes:

Section 1: The Undergraduate Studies Bulletin

This section provides an introduction to the Undergraduate Studies Bulletin. It describes the information that is found in the bulletin and how to use the Bulletin in advisement.

Learning Outcomes
1. Identify the **two sections** of the Undergraduate Studies Bulletin.
2. Describe the **information found** in each section of the Undergraduate Studies Bulletin.
3. Summarize how to **incorporate the bulletin** into advisement.
4. Explain how to determine the **bulletin year** a student follows.

Undergraduate Studies Bulletin

What is the Undergraduate Studies Bulletin?

The Undergraduate Studies Bulletin is the official document of record concerning undergraduate academic programs and policies at UofSC. Its purpose is to provide a comprehensive outline of all academic and curriculum requirements as well as policies and regulations. The bulletin is essential for meeting the University's accreditation requirements. Please note that the bulletin may also be referred to as the 'catalog' in student information systems.

It is critical that advisors look to the bulletin as the officially approved source of information. The bulletin takes precedence over other sources of information including college or department handbooks and websites. If there are discrepancies, the bulletin is always the correct source of information.

The bulletin is accessed online at bulletin.sc.edu and is separated into two sections: Undergraduate Studies and Policies and Regulations.

1. The **Undergraduate Studies** section includes general college information, program requirements and course descriptions. It reflects the approved curriculum and requirements for a specific academic year.
2. The **Policies and Regulations** section provides official University policy on academic related topics. Policies covering things such as fees and refunds, grade forgiveness, and academic standards are found in this section. It is important to note that there are additional college or program-level policies and regulations that students must follow.

The bulletin is updated each academic year and past years editions are archived on the website. Note that prior to 2016-2017, the bulletin was not separated into two sections. There is only one archived bulletin for each academic year that includes both academic and policy information.

Using the Bulletin in Advisement

There are various times to refer to the bulletin in an advisement session. Three key ways to incorporate the bulletin into advisement are:
1. Use the **Programs A-Z** page to quickly view information about Majors and Minors including program overviews, degree requirements, and department or college information.
2. Use the **Course Descriptions Table** in the Undergraduate Studies section of the bulletin to filter and search for courses offered. Course descriptions include credit hour information, content description, prerequisites, Carolina Core competencies met, and other relevant notes about the course.

3. Use the **Policies and Regulations** section of the bulletin to quickly access policies and give answers to frequently asked questions. For example, policy related to course withdrawal can be referenced to explain the difference between W and WF grades.

Two additional things to know about using the bulletin in advisement are:
1. The student's catalog term listed in University student information systems determines the bulletin year the student will follow. Most commonly, the catalog term is the first term the student enrolled at UofSC. For example, students who first enroll at the UofSC in the Spring 2017 semester would follow the 2016-2017 bulletin.
2. The default bulletin shown on the website is for the current academic year. When advising students who are under previous catalog terms, refer to the archived bulletin year that includes their catalog term. For example, for students with a Fall 2105 catalog term use the 2015-2016 archived bulletin in advisement.

If you are following along with Advising Foundations, please go to Unit 2, Section 2.

Section 2: FERPA

This section provides an introduction to FERPA. It covers students' rights, education records, and advisor responsibilities under FERPA.

Learning Outcomes
1. Summarize students' rights under FERPA.
2. Identify and describe education records and directory information as related to FERPA.
3. Summarize the responsibilities of academic advisors under FERPA.

Introduction to FERPA
What is FERPA?
The Family Educational Rights and Privacy Act (or FERPA) is a federal law that protects the privacy of student education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (Department of Education). FERPA pertains to both the access to and release of students' personally identifiable information and education records.

Student Rights
What are Students' Rights Under FERPA?
FERPA grants rights to students in regards to their education records. Specifically, students have the right to these three things:
1. Review their education records
2. Request the correction of inaccurate information
3. Limit the release of student information

In your role, you will focus primarily on the release of student information.

Release of Student Information
Under FERPA, student information is categorized in two ways: Education Records and Directory Information.

1. **Education Records** are records directly related to a student that are maintained by the University. Education records include class schedules, academic transcripts, advising notes, etc. Education records cannot be released without the student's written consent.

   Education records may be disclosed to school officials who have a "legitimate educational interest", meaning they need to review the student's information in order to perform specified duties for the University. Academic advisors have access to student education records as they must be able to review records to effectively advise students.

2. **Directory Information** is information contained in student education records would not generally be considered harmful or an invasion of privacy if disclosed. Directory Information may be disclosed without the student's written consent. UofSC designated Directory Information includes such things as: a student's name, contact information, University identification photo, enrollment status, degree being pursued, and major. A full listing of designated Directory Information is found in the Policies and Regulations section of the bulletin.

It is recommended that academic advisors not disclose student directory information. Requests for student directory information should be referred to the Registrar's Office.

Advisor Responsibility

What are Advisor Responsibilities Under FERPA?

Academic Advisors have three main responsibilities as it relates to FERPA:
1. Protecting student education records
2. Providing students access to their education records
3. Understanding educational 'need to know'

Protecting Student Education Records

Because advisors are granted access to student education records, they then have the responsibility of keeping those records confidential and secure. Three things advisors should do to protect student records are:

1. Only disclose student information to others who have a legitimate educational interest.
2. Secure and do not share system access or log-in information with unauthorized users.
3. Hide computer screens from view of others and locked when unattended. Tip: set the computer to lock after five minutes of not being used.

Advisors may only disclose student education records to others, including parents, after speaking directly with the student and having them sign a FERPA release form. Advisors should consult with their department on the process for releasing student information with student consent. An example of this form can be found in the resources folder for this module.

Providing students access to their records

Advisement records must be provided to students who request them. Advisement records include such things as notes placed in systems such as DegreeWorks and EAB/Navigate and email correspondence about a student.

It is important to remember that once a note or any written data about a student is shared with another individual, including the student, it becomes an educational record subject to FERPA. However, personal notes kept as a memory aid or reference and not shared with others are not considered education records and are not subject to FERPA.

Advisors should check with their department regarding any process for releasing education records to students upon request.

Understanding 'need to know'

According to FERPA, a faculty or staff member should access and review a student's education records if, and only if, they 'need to know' the information in order to fulfill a professional responsibility. For example, advisors reviewing advisees education records to determine degree progress is considered 'need to know' as it is a duty directly related to academic advising.

Advisors should only review education records of students they directly advise and for reasons directly related to their role as an academic advisor. Curiosity does not qualify as 'need to know'.

All faculty and staff with access to student information are required to take a FERPA quiz annually. Prompts to complete it are shown upon log-in to Self Service Carolina during the fall semester. Additional information about FERPA can be found on the Registrar's website and in the resource folder for this module.

If you are following along with Advising Foundations, please go to Unit 3, Section 1.

FERPA in Advisement
As introduced in Advising Foundations, The Family Educational Rights and Privacy Act (or FERPA) is a federal law that protects the privacy of student education records. FERPA pertains to both the access to and release of students' personally identifiable information and education records.

Student Consent to Release Education Records
Consent to Release Education Records
Students must give their written consent in order for an advisor to release their information. The student must give consent for each person that they would like to have access to their educational records. Advisors may share information from educational records only with student authorized individuals. This is true for all students who are in attendance at the University, regardless of their age.

How does a student give consent to release information?
Students may give their written consent for an advisor to release their information by completing the 'Consent to Release Information' form. Students identify the department that may release information, to whom and for how long the information may be shared.

Advisors should scan and upload a copy of the FERPA 'Consent to Release Information' form to the students' notes in EAB Navigate. A copy of this form can be found on the University Advising Center's website. Refer to your department for any additional departmental procedures related to the FERPA release form.

Guests Attending an Advising Appointment
There are times when a student will bring a guest to an advising appointment. While guests are often parents or guardians, they can also be a spouse or friend. Regardless, advisors may not continue the appointment and discuss student educational records with the guest present without first getting the student's written consent to release information.

What to do when a student brings a guest to an advising appointment
The following steps should be taken when a student brings a guest to an advising appointment:
1. Check to see if there is a 'Consent to Release form' on file. If there is a form on file that grants permission to release information to the guest, proceed with the appointment.
2. If there is no form on file, it is recommended that you do the following:
   - First, speak with the student privately in your office to verify they understand their rights under FERPA and are okay with having protected information shared with the guest present.
   - If the student approves the release information, have them complete the 'Consent to Release Information' form. Invite the guest into your office and briefly explain FERPA and the need to obtain student consent before the appointment could proceed.

- If the student does not approve the release of information, ask them how they would like to proceed with the appointment. You may continue a brief meeting with only the student and review general information with the guest present.

Phone or Email Requests for Student Information

What to do if someone calls or emails requesting information about a student?

When someone contacts you via phone or email to get information about a student, it's important to know that FERPA still applies. Since you cannot verify a person's identity by phone or email, advisors can use the following tips to guide the conversation:

1. Do not look up the student's profile in student information systems. This will allow you to avoid relaying FERPA protected information.
2. Share general information about university policies and procedures and program of study requirements.
3. Encourage the person to communicate directly with the student and suggest the student schedule an advising appointment to meet with you.

Common FERPA in Advisement Scenarios

Advisors may encounter a variety of FERPA related situations during their career. Below are some potential scenarios that might occur and guidance on what advisors can say or do in each.

Potential Scenarios	Guidance on What to Say
1. A parents is disgruntled and frustrated by FERPA regulations.	Express understanding and encourage the parent to view this as an opportunity to have meaningful dialogue with their student. Explain that the student now has the lead role in their education with increased responsibility and accountability.
2. The student denies the release of their information to guest that accompanied them to the appointment and a disagreement ensues.	Be empathetic and understanding to both parties' stance. Encourage the student and guest to move to a private area to have a discussion if necessary.
3. A parents worries that their student is failing one or more of their classes and will be suspended.	Explain the academic probation and suspension polices to the parent in broad terms without mentioning specifics about their student's record.
4. The student has a medical emergency and is not able to meet in person / speak to the advisor.	Advisors are still not able to give out student information even if the student is not able to give permission at the time. The advisor can discuss university policy that would apply to every student to try and help them as much as possible.
5. Someone calls as they have not been able to get in touch with their student and have been trying to reach them for a while.	Let them know that you are not able to give them information about the students schedule but that you will work on reaching the student, using various campus resources, and encouraging the student to get in touch with them.

If you are following along with Level 1, please go to Unit 3, section 2.

Section 3: Academic Standards

This section provides an introduction to University academic standards policies.

Learning Outcomes
1. Identify and describe the three main categories of academic standing.
2. Summarize the information found on the Academic Probation Chart.
3. Explain the two ways students may continue on academic probation.
4. Describe the First-Year Academic Recovery program.

University Academic Standards

What are University Academic Standards?

University academic standards are the minimum academic requirements undergraduate students must meet to continue enrollment at UofSC.

Student records are reviewed by the Registrar's Office at the end of each fall and spring semester to determine academic standing. Academic standing is based on the student's 'Total Institutional GPA' and 'Total Institutional GPA Hours'. Only those courses taken at a UofSC-system campus are considered in the calculation.

There are three main categories of academic standing at UofSC: Good academic standing, academic probation, and academic suspension.

1. Good academic standing – students who maintain a 'Total Institutional GPA' of at least 2.00, regardless of 'Total Institutional GPA Hours', are considered to be in good academic standing with the University.

2. Academic probation - students who have a 'Total Institutional GPA' less of than a 2.00 are placed on academic probation with the University. This status is recorded on the student's transcript. We will discuss more about academic probation later in this section.

3. Academic suspension – students who do not meet minimum academic requirements to be removed from or continue on academic probation are placed on academic suspension. Students cannot be academically suspended without first being placed on academic probation for a semester. This status is recorded on the student's transcript. More information about academic suspension will be provided in Level Two of training.

Academic Probation

What is Academic Probation?

Students are placed on academic probation when their 'Total Institutional GPA' is below a 2.00. The academic probation status is assigned at the end of a semester and is effective for the following semester. For example, students who have below a 2.00 'Total Institutional GPA' at the end of the fall semester will then have an academic probation status for the spring semester.

What is the Academic Probation Chart?

The Academic Probation chart is an essential tool found in the Policies and Regulations section of the Undergraduate Studies Bulletin. This chart explains how academic probation and suspension are determined.

Advisors need to be able to understand and explain this chart to students. A copy of the chart can be found in the resources folder for this module. We will explain this in more detail now.

In simplest terms, this chart shows that students with below a 2.00 'Total Institutional GPA' are placed on academic probation and those with above a 2.00 'Total Institutional GPA' are removed from academic probation. This chart also outlines the academic requirements that must be met to continue on probation.

Continuing on Academic Probation
There are two ways students may continue enrollment in subsequent semesters while on academic probation.

1. The first way students may continue on probation is based on a combination of the 'Total Institutional GPA Hours' and 'Total Institutional GPA'. For example, in looking at the probation chart, students who have earned between 36 and 71 'Total Institutional GPA Hours' can continue on probation with a 'Total Institutional GPA' of at least a 1.800.

2. The second way students may continue on probation is by earning a semester GPA of 2.50 or above, regardless of 'Total Institutional GPA'. This is known as semester reprieve. When meeting with students on academic probation, emphasize semester reprieve and that by getting at least a 2.50 semester GPA they will avoid academic suspension.

Students who do not meet either of these academic requirements to continue on probation will be placed on academic suspension.

Take note that many colleges have higher GPA requirements students must meet in order to progress within a specific program of study. Advisors should know the minimum GPA requirements for the programs they advise.

For example, a student majoring in Advertising in the College of Information and Communications who has a 'Total Institutional GPA' of 2.15 is considered in good academic standing with the University. However, the College of Information and Communications has a '2.50 Total Institutional GPA' requirement for students to continue in their programs. In this case, the student may be placed on probation with the college and have specific terms that must be met to continue in that major or they may be told they have to change to a program of study in a different college with lower GPA requirements.

First-Year Freshmen Academic Recovery Program
What is the First-Year Freshmen Academic Recovery Program?
The First-Year Freshmen Academic Recovery Program is for students who are placed on academic probation with the University at the end of their first semester at UofSC. Four important things to know about this program are:

1. Students are required to participate in an Academic Success Coaching session offered through the University Advising Center during the first six weeks of their second semester.

2. Students must attend this required meeting before being eligible to register for courses for the following semester.

3. This requirement is University policy found in the Undergraduate Studies Bulletin and is enforced. Those who do not attend will have an **academic recovery** hold placed on their account and it will only be lifted by the University Advising Center after attending their appointment.

4. Students receive a letter mailed to their home address as well as email communication with detailed information about the policy and requirements. A copy of this letter is in the resources folder for this module.

If you are following along with Level 1, please go to Unit 2, Section 4.

Section 4: Course Withdrawal

This section provides an overview of withdrawal as it relates to withdrawing from courses.

Learning Outcomes
1. Identify the three course withdrawal periods during an academic semester.
2. Describe how withdrawal during each course withdrawal period is indicated on the transcript.
3. Describe how withdrawal during each course withdrawal period impacts GPA calculations.
4. Explain the academic and financial implications of withdrawing from a course(s).

Withdrawal from Courses
What is course withdrawal?
Course withdrawal is when students remove a course or several courses from their schedule and are no longer enrolled in that course. Students may withdraw from courses beginning the first day of classes through the last day of classes. Important considerations include the course withdrawal periods and the academic and financial consequences of course withdrawal.

Course Withdrawal Periods
What are the course withdrawal periods?
There are three course withdrawal periods during each semester: Free Drop/Add Period, Course Withdrawal Period, and Course Withdrawal Fail Period. The timeframe for each period is based on the Part of Term (full-term, first-half, second-half) the course is held and the percentage of the class hours that have passed at the time of withdrawal. Specific withdrawal deadlines for each academic semester can be found on the Registrar's website. https://my.sc.edu/codes/partofterms/index

1. The **Free Drop/Add Period** is the time at the beginning of the term when students can change their course schedule. It begins the first day of classes and lasts through at least 6% of the scheduled course hours. The add/drop deadline is usually at the end of the first week of classes for full term courses. Students change their schedule in Self Service Carolina and courses dropped during this time do not show on the transcript.

2. The **Course Withdrawal Period** begins the day after the Free Drop/Add Period and lasts through 50% of the scheduled class hours for the course. The course withdrawal deadline is usually at the end of the first 7 weeks of classes for full term courses. Students who withdraw from courses during this time will receive a grade of 'W' on their transcript. The 'W' grade is not included in GPA calculations.

3. The **Course Withdrawal Fail Period** begins the day after the Course Withdrawal Period and lasts through the last day of classes. Students who withdraw from courses during this time will receive a grade of 'WF' on their transcript. The 'WF' grade is treated as an F in GPA calculations.

Considerations for Course Withdrawal
What to tell students about course withdrawal?
It is important that students know the course withdrawal deadlines and the academic and financial consequences of course withdrawal.

Two important academic implication that students should consider are enrollment status and degree progression.

1. <u>Enrollment Status</u> – If dropping courses leads an undergraduate students to be enrolled in less than 12 credit hours, they will no longer have a full-time enrollment status. When a student falls below full-time enrollment status it can impact things such as their tuition rates, scholarship eligibility, and access to certain student services (health services and athletic tickets).

2. <u>Degree Progression</u> – Many majors have very specific progression requirements that need to be completed at a certain time in order to progress in a major. Withdrawing from those critical courses will impact a student's time to degree.

Two important financial implications that students should consider are:

1. <u>Scholarship Credit Hours Earned Requirements</u> – Withdrawing from courses may cause students to fall behind on meeting scholarship credit hour requirements. Many scholarships, including state scholarships, require students to earn a certain number of credit hours each year to be eligible to retain the scholarship for the following year. In most cases, students have through the end of the summer academic term to earn the credit hours required for scholarship eligibility.

2. <u>Minimum Enrollment to Receive Financial Aid</u> – Students must be enrolled in a minimum of 6 credit hours or half-time student status to receive any type of financial aid, with the exception of the Pell Grant.

Advisors should encourage students to know the earned credit hour and enrollment requirements for any scholarships they receive. In addition, advisors can refer students via EAB Navigate to the Office of Student Financial Aid and Scholarships prior to them withdrawing from courses.

Registration Holds and Course Withdrawal
<u>Why can't a student withdraw from a course?</u>
Students may not be able to withdraw from courses because there is a registration hold on their account. Common registration holds may be from the Bursar's Office or the Office of Student Conduct. Students should contact the office that placed the hold to know the steps to have the hold removed. These holds are different from the registration hold that advisors remove each semester after advising a student. Advisement registration holds will not keep a student from withdrawing from courses.

If you are following along with Level 1, please go to Unit 2, Section 5.

<u>Section 4 Part 2: University Withdrawal</u>
This section provides an overview of withdrawal as it relates to withdrawing from the University.

Learning Outcomes
5. Describe the **academic implications** of University withdrawal.
6. Describe the **financial implications** of University withdrawal.
7. Explain the **hardship withdrawal** process.
8. Explain the **process for referring** students to Withdrawal Services.

Withdrawal from the University

What is withdrawal from the University?
University withdrawal is when students drop all courses from their schedule and are no longer considered an enrolled student.

Considerations for University Withdrawal
What should students consider when withdrawing from the University?
Important considerations when withdrawing from UofSC include the course withdrawal periods and the academic and financial consequences of withdrawal.

The **academic implications** of University withdrawal during each course withdrawal periods are:
Withdrawal during the **Free Drop/Add Period**
Students who drop all classes during the Free Drop/Add Period:
- Are considered 'not enrolled' for that semester. Courses will not show up on the transcript.
- Will have to reapply for admission if they decide to return in the future. Any student who is not enrolled for a full major semester must reapply through UofSC Undergraduate Admissions. Readmission into the program of study they were in at the time of withdrawal is not guaranteed.

WD during **Course Withdrawal or Withdrawal Fail Periods**
Students who drop all classes during the Course Withdrawal or Withdrawal Fail Periods:
- Are considered enrolled for the semester. Grades of 'W' or 'WF' will show on the transcript depending on the date of course withdrawal.
- May return for the following semester without having to reapply through UofSC Undergraduate Admissions. They must be advised to have the registration hold lifted. Eligibility to continue in the program of study they were in at the time of withdrawal is not guaranteed.

The **financial implications** of University withdrawal are dependent on the individual student. Things to consider include:
Tuition and fees refunds – students may be eligible for full, partial, or no refund based on the time in the semester of withdrawal. Refer students to the 'Part of Term Dates' table on the Registrar's website and the Bursar's Office for more information on refunds.

Financial Aid and Scholarship requirements – students must meet minimum enrollment and earned credit hour requirements. Refer students to the Office of Student Financial Aid and Scholarships for assistance.

Hardship Withdrawal
What is Hardship Withdrawal?
Hardship Withdrawal is reserved for students who withdraw from the University after the 'WF Deadline' due to a significant personal hardship. Hardships, defined as a medical, mental health, or extenuating circumstance, can include such things as a personal or family emergency or prolonged illness that impeded academic engagement & success.

What is the Hardship Withdrawal Process?
Students wishing to seek a hardship withdrawal must complete a specific petition process. Students must:

1. Meet [with the University's Withdrawal Coordinator for a consultation](#). Students may schedule an appointment online through EAB Navigate. Note: this meeting is required to initiate the petition process.
2. Complete the petition for hardship withdrawal. Petitions will be considered for University withdrawal during the 'WF' period of the current semester and past semesters. Petition review deadlines can be found on the [University Advising Center website](#).

If the petition is approved, all grades for that semester will be assigned as a 'W' on the official transcript. There is no official notation of University withdrawal or hardship withdrawal on official records.

Two additional things to know about Hardship Withdrawal include:
1. Selective withdraw from some courses, while remaining enrolled in other courses, is permitted only under exceptional circumstances. Students must still complete a hardship withdrawal petition and approval by the Office of the Dean of Students or the Hardship Withdrawal Committee is required.
2. Students or parents may submit a 'Tuition Refund Appeal Petition' to request a refund for tuition and fees as an exception to the published refund schedule. Refunds are not guaranteed, and students must request a petition from the Registrar's Office once they drop their classes

University Withdrawal Referral
When to refer students to Withdrawal Services?
Any time an advisee mentions they are considering withdrawing from UofSC, they should be referred to the University's Withdrawal Coordinator. The Withdrawal Coordinator will review the [Withdrawal Checklist](#) as well as student specific academic and financial implications of withdrawal.

Note: Students who intend to leave UofSC to transfer to another institution after completing a full semester should be referred to the admissions office of that institution for transfer guidance.

How to refer students to Withdrawal Services?
When referring a student to Withdrawal Services, advisors should:
1. Tell the student about the service and how it can help
2. Have the student schedule an appointment for 'Withdrawal from UofSC' through EAB Navigate while in the advising appointment. Note: Have the student log-in and schedule the appointment through their account as this shows the most up to date availability.
3. If the student does not schedule an appointment, follow up with a referral to Withdrawal Services through EAB Navigate

If you are following along with Level 3, please go to Unit 2, section 10.

Section 5: South Carolina Residency Requirement

This section will cover the South Carolina residency requirement.

Learning Outcomes
1. Describe the benefit of meeting the SC residency requirement.
2. Explain important facts about establishing SC residency.
3. Describe common situations advisors may encounter regarding advisees establishing SC residency.

South Carolina Residency Requirement
What is the SC residency requirement?
UofSC must verify that students are legal residents of South Carolina to assess in-state tuition and fees. South Carolina residency is determined at admission. Students may be required to submit proof of residency while enrolled to determine continued in-state residency status. Students with South Carolina residency pay a lower tuition and fee rate than out-of-state students.

What to tell students about the SC Residency Requirement
It's likely that advisors will have out-of-state students either ask how they can get in-state tuition or share plans for establishing in-state residency while enrolled at UofSC. Four things to tell students about establishing SC state residency are:
1. Under most circumstances, a person must physically reside in SC for 12 consecutive months, after establishing an intent to make SC their permanent home.
2. Owning property in South Carolina does not automatically allow for in-state tuition. SC must be the primary state of residence and additional residency requirements must be met.
3. For students who are considered dependents, the parent or guardian must meet SC residency requirements.
4. Students seeking residency as independents must provide proof that at least 51% of total financial support is not provided by parents, guardians, or a spouse for at least 12 months. This means that a parent/guardian cannot claim the student on taxes. In addition, getting married to a South Carolina resident doesn't automatically or immediately grant the student in-state tuition, especially if the spouse provides financial support.

Common situations you may encounter as an advisor include:
1. Your advisee plans on staying in South Carolina for the summer in order to fulfill the 12 month residency requirement. If they are a dependent, their parent/guardian/spouse must live in South Carolina to fulfill that requirement.
2. Your advisee's parents plan to buy a townhome in Columbia for your advisee to live in so they can be considered in-state residents. Owning property in South Carolina is not enough to meet SC residency requirements for tuition purposes.

For more information about the laws and regulations that govern the University of South Carolina's residency eligibility determinations, please visit the 'Resources' section for this competency to find the links for the South Carolina Commission on Higher Education website, and the South Carolina Legislature website.

If you are following along with Level 1, please go to Unit 2, Section 6.

Section 6: Grading and Course Numbering

This section will cover the grading system, grade point average (GPA), grade forgiveness and grade change, course numbering, course credit and credit hour enrollment.

Learning Outcomes
1. Describe the UofSC's grading system.
2. Identify the three GPAs that appear on student records.
3. Describe the grade forgiveness policy.
4. Explain the grade change process.
5. Describe the course number ranges and who can take them for program credit.
6. Explain how course credit is determined.
7. Explain maximum credit hour enrollment and course overloads.

Grading System
What is the Grading System at UofSC?
UofSC grades on a standard 4.0 grade point grading system. Students earn a specific number of quality points according to the grades received. Three things to know about the grading system are:
1. Minus letter grades are not included in the grading system. Students may earn plus letter grades.
2. The numeric range to earn specific letter grades is determined by the instructor or department. For example, the range for an 'A' in one course may be 90-100 and in another course a 93-100.

Additional grades may be assigned under specific circumstances. Three common alternative grades are:
1. W/WF – Withdrawal and Withdrawal Fail. Assigned when a student withdrawals from a course after the free add/drop period. 'W' grades are not included in GPA calculations. 'WF' grades are treated as an F in grade calculations.
2. FN – Failure for Non-Attendance. Assigned when a student has never attended or stopped coming to class, but did not officially drop or withdraw from the course. 'FN' grades are treated as an 'F' in grade calculations.
3. I – Incomplete. Assigned at the discretion of the instructor when a student is unable to complete course assignments due to an unanticipated event or hardship. Students have up to 12 months to complete the work before a grade must be assigned. After 12 months, a remaining 'I' grade is either changed to an 'F' or a back-up grade indicated by the instructor.

Grade Point Average (GPA)
What are the GPAs used at UofSC?
Semester GPA, Total Institutional GPA and Overall GPA are calculated and appear on student records.
1. **Semester GPA** is the GPA earned at UofSC for a specific semester.
2. **Total Institutional GPA** is the GPA earned for courses taken within the UofSC-system campuses.
3. **LIFE GPA** is similar to the "Overall GPA" and is the GPA for all college level courses taken at any institution, including UofSC. The LIFE GPA is used in determining LIFE Scholarship eligibility.

Note: Beginning Summer 2017, transfer grade points and transfer GPA do not appear on UofSC academic records for all new and readmit students. The transfer GPA for students admitted prior to

Summer 2017 will remain on the record. If transient or study abroad credit is later added, the transfer GPA will be removed.

How is GPA computed?
GPA is computed by dividing the number of quality grade points earned by the number of credit hours attempted for credit. For example, the chart shows a student who has attempted 33 credit hours and earned 129 grade points. The student would have a Total Institutional GPA of 3.90.

Credit hours carried under the Pass-Fail or audit options are not included in GPA calculations.
Where to find GPA information
Student GPA information can be found in each of the technologies used in advising.

- Self Service Carolina – click on the student information tab, select Academic Transcript, select the current term, input the student's UofSC ID or Name then click display transcript
- Degree Works – Under the student view tab, it is shown at the very top of the audit
- EAB Navigate - It is located at the top of the student view page

Grade Forgiveness
What is grade forgiveness?
Grade forgiveness allows students the opportunity to repeat two courses for a better grade. D+, D, F, or WF grades are eligible for grade forgiveness. Both the first and second grades will appear on the transcript. Only the second grade is used in computing the Total Institutional GPA.

How to identify grade forgiveness on the transcript
Courses having grade forgiveness applied are identified by the letter 'E' in the repeat column on the transcript.
For example, in Spring 2015 this student took MATH 142 and received an 'F' and PHYS 211 and received a 'D'. Note that the quality points are posted as '0.00' for both courses. Also note that there is an 'E' next to each course in the repeat column. If you scroll down, you'll notice that the student retook the courses and received passing grades in both. The 'E' listed with the first attempt courses indicate that the student used grade forgiveness.

What to tell students about grade forgiveness
Four things to tell students regarding grade forgiveness are:
1. Both the first and repeated class must be taken at UofSC-Columbia or a Regional campus.
2. Only the grade received for the second attempt in a course may be used for grade forgiveness. If a student takes a class for the second attempt and withdrawals with a grade of 'W', it does not count as a second attempt grade. The student may attempt the course again for grade forgiveness.
3. After completing the repeated course, students will need to submit the online grade forgiveness form. If approved, the GPA will be recalculated and grade changes will be noted on the transcript. Grade forgiveness may not be changed once applied. Forms must be submitted prior to a degree being awarded and no changes will be made after graduation.
4. Some colleges have policies about repeating classes that take precedence over the grade forgiveness policy. For example, some programs will not accept courses taken for grade forgiveness and will use the first grade to determine program admission or progression eligibility.

Grade Changes

How can final grades be changed?

Grade changes may be made if there was a grade calculation or transcription error. Students should speak to the instructor and provide evidence to show how the grade should be changed. Approval is required from both the instructor and the head of the student's academic unit. Instructors may request a grade change for a student by submitting the 'Grade Change' form for up to one year after the grade was submitted. Grade change requests made after one year are considered only in exceptional circumstances through a petition to the student's college.

Course Numbering

What do courses numbers designate?

Courses numbers designate the level of the course. Course numbers help advisors and students identify appropriate courses to take and what courses can be taken for undergraduate or graduate program credit.

Three things to know about course numbering are:
1. 101 to 499 level courses are for students in undergraduate programs
2. 500 to 699 level courses may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. Note: a 500 to 600 level course initially taken for undergraduate credit cannot later be counted for graduate credit.
3. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the *Graduate Studies Bulletin*.

Course Credit

How is course credit determined?

Course credit is determined by the time designated for instruction per week. For a three credit hour course, 150 minutes of formal instruction is scheduled per week. At least 700 minutes of instruction should be expected per credit hour for a semester. This time of instruction is at least doubled for courses with labs credit.

Credit Hour Enrollment

How does credit hour enrollment impact student status?

Undergraduate students enrolled in at least 12 credit hours in the fall, spring, or summer semesters are considered full-time for academic purposes. Students registered with the Student Disability Resource Center may be approved to enroll in 9 credit hours and be considered full-time for financial aid eligibility. However, this may extend their time to degree completion.

What to tell students about credit hour enrollment

Two important things to tell students about credit hour enrollment are:
1. Academic programs require students earn at least 15 hours each semester for progression and to graduate on time.
2. Many scholarships, including state scholarships, require students earn an average of 15 hours each semester to maintain funding.

What is the maximum credit hours student may take each semester?

Typically, students may enroll in up to 18 credit hours each semester. Colleges may set maximum credit hour enrollment limits. Students wanting to take credit hours beyond the maximum limit may request a course overload. For approval, students must have earned an average of B or better for all courses the

previous semester. Note: Students who enroll in 17 or more hours will be subject to additional fees per credit hour.

<u>What to tell students about taking course overloads</u>
When you have students request to take a course overload, three things to consider are:
1. What is their reasoning for taking an additional course? Is it their final semester and they need an overload to complete program requirements for graduation? Or, are they just trying to get ahead with credit completion?
2. Could they take the course at a different time, so not to overload their semester? Is it possible to take a class over the summer instead?
3. Do they have the time to dedicate to studying and completing assignments out of class? A rule of thumb is for every credit hour enrolled, expect to spend 2-3 hours out of class studying. Could this negatively impact their GPA if they don't have enough time to focus on each class?

The process for approval of course overloads is determined by the college. Advisors should consult with their college to know the process to follow when a course overload is requested.

If you are following along with Level 1, please go to Unit 2, Section 2.

Section 7: Admissions

This section covers the admissions requirements for incoming freshman, transfer, and readmit students.

Learning Outcomes
1. Review and describe the UofSC admission requirements for freshman, transfer, and readmit students.
2. Define what it means to be a transfer student.
3. Explain how total credit hours earned at another institution impact admission requirements for transfer to UofSC.
4. Review and describe UofSC's student readmission policy.

Academic advisors interact with prospective students at Admissions events or when they call or visit campus. It is helpful to have an understanding of the general academic requirements and process for admission to UofSC.

Freshman Admission
What are Freshman Admission Requirements?
Freshman admission is primarily based on two things:
1. High school courses and grades – Students must have completed a minimum high school core course curriculum. This is intended to ensure that all freshman have a base level of core subject matter knowledge prior to enrolling in college-level courses. Admitted freshmen who enroll at UofSC also have an average high school GPA of 4.12.

2. SAT or ACT scores - Admitted freshmen who enroll at UofSC have an average SAT score of 1276 and an average ACT score of 27.8.

Additional factors may be taken into consideration for admission such as extraordinary personal circumstances, special talents, outstanding extracurricular activities, and evidence of leadership.

When freshman apply to UofSC, they are required to select their top two choices of major. Students who are not competitive for their first major choice will then be considered for the second major choice. By choosing two majors, students have a greater opportunity for admission.

There were nearly 31,000 freshman applications received for the Fall 2018 cohort and of those nearly 19,500 students were admitted and over 5,800 enrolled.

Transfer Admission
A "transfer student" is a student who has attempted at least one college course at a regionally-accredited college or university after high school graduation and prior to enrollment at UofSC. High school graduates who take summer school courses in between graduation and the fall semester that immediately follows are not considered transfer students.

Between 2010-2016, UofSC had a 30% growth in the transfer student population. Of that population, 85% largely come to UofSC from the South Carolina two-year technical college system. In Fall 2016, there were almost 3,900 transfer applications and of those 2,245 were admitted and 1,470 transfer students enrolled.

What are Transfer Admission Requirements?

Two important things to know about transfer admission requirements are:

1. Transfer students must have at least a cumulative 2.25 GPA in their post-secondary work to be considered for admission to UofSC. Note that some colleges and programs have a higher GPA requirement and may also require equivalent transfer courses to be taken prior to admission.

   The Transfer GPA Requirements table found on the Office of Undergraduate Admissions website lists specific college or program transfer GPA requirements. A link to this website can be found in the resources folder for this module.

2. Transfer students who have attempted fewer than 30 credit hours of college-level work must meet both transfer and freshman admission requirements.

Readmission to UofSC

Students who attended UofSC and have not been enrolled for at least one full Fall or Spring semester must reapply to the University.

What to Know About Readmission

Three things to know about readmission to UofSC are:

1. Students are not required to seek admission into the same academic program that they were in at the point when they left the University.

2. The student's GPA must meet the academic program's GPA requirements for admission. A table of the minimum GPA requirements for admission into specific academic programs can be found on the Office of Undergraduate Admissions website.

3. Students who took classes at another institution while away from UofSC must also meet the 2.25 transfer GPA requirement.

Next, we will build upon the academic standards introduced in previous training, specifically, academic suspension, and return from suspension.

Learning Outcomes

1. Review the UofSC suspension policy and describe how the suspension period is applied for a first-time suspension.
2. Review and explain the components of the chart that provides guidelines for students on academic probation.
3. Describe the requirements for continuing enrollment for a student returning from a first suspension.
4. Explain how credits and grades for courses taken at other institutions while a student is on UofSC suspension may be considered in the readmission decision.
5. Identify and describe the policy requirements that allow a student to continue on probation and avoid suspension.

Academic Suspension

What is Academic Suspension?

Academic suspension occurs when students on academic probation do not meet minimum GPA requirements to be removed from or continue on probation. Students cannot be academically suspended without first being placed on academic probation.

There is a difference between academic suspension and program dismissal. Program dismissal is when a student cannot continue in a program of study due to not meeting the academic progression requirements. Academic suspension is when a student is dismissed from the University because they have not met the overall University academic standards.

Notice the 'Continue on probation' column of the Academic Standards chart, students who have below the minimum total Institutional GPA for credit hours attempted will be placed on suspension unless they have at least a 2.50 semester GPA. Continuing on probation by earning a 2.50 semester GPA is known as semester reprieve.

The academic suspension period is eight months and includes one fall or spring semester and a summer semester. For example, the suspension period for students suspended after the fall semester is the following spring and summer semesters. Students suspended after the spring semester are on suspension for the following summer and fall semesters. Students are not placed on academic suspension after a summer semester.

What to Tell Students About Academic Suspension
If you meet with a student who is likely to be, or has recently been placed on academic suspension, here are three important things to know and tell the student:
1. Use the suspension period as a time to reflect, assess priorities, and process with others to make important decisions about the future.
2. Credits from courses taken at another institution during the suspension period, may not be applied toward a degree from UofSC. Under special circumstances, credits may be applied with approval from the readmitting college. This is the exception and not the norm.
3. An appeal of the suspension may be submitted to the petitions committee of the college where they were enrolled when suspended. Advisors should refer to their college for details regarding the appeal process.

Return from Academic Suspension
Academically suspended students may reapply to the University beginning the semester following their suspension period. Five things advisors should know about returning from suspension include:

1. Re-Application
2. Credit Restrictions
3. Petition
4. Academic Standing
5. Course Schedule

1. Re-Application: Students must reapply to the University and should speak with an admissions counselor regarding the process for readmission.

2. Credit Restrictions: While credits for courses taken at another institution while suspended may not be accepted at UofSC, grades for courses taken are considered in the readmission decision.

Students who take courses at another institution while suspended must meet UofSC's transfer admission GPA requirements.

3. Petition: Students must submit a petition for admission into to the college or program where they are seeking enrollment. Advisors should become familiar with their college's petition process.

4. Academic Standing: Students readmitted from suspension are on academic probation and have a suspension reinstatement status because their total Institutional GPA is below a 2.00.

5. Course Schedule: Students and advisors should review course schedules and make adjustments to allow for the best chance for academic success during their first semester back.

Returning After First Suspension
Students readmitted to the University following a first suspension must meet certain requirements to continue enrollment at UofSC. These requirements include:

1. Academic Success Coaching: Within the first six weeks after returning from a first suspension, students must meet with an Academic Success Coach in the University Advising Center. If they do not have their appointment within the first six weeks of the semester, a registration hold will be placed on their account.

2. GPA: Students must either 1) get a semester GPA of 2.50 for semester reprieve or 2) meet the minimum cumulative institutional GPA to continue on probation for the credit hours attempted. For example, a student who is readmitted from suspension and has a 1.75 cumulative Institutional GPA with 45 grade hours attempted will have to, in their first semester back, either raise their total institutional GPA to a 1.80 or have a semester GPA of 2.50 to not be suspended a second time. **It is best practice to advise students to focus on getting a semester GPA of at least a 2.50.**

Subsequent Suspension
Students who do not meet the academic requirements to continue enrollment at UofSC may be placed on academic suspension again. The duration of the second suspension is indefinite, and readmission is unlikely within two years of the second suspension.

If you are following along with Level 2, please go to Unit 2, Section 8.

Section 8: Holds and Course Restrictions

This section will cover student account holds & course restrictions.

Learning Outcomes
1. Identify the University office responsible for managing student financial holds incurred for money owed for tuition, fees and other University fines.
2. Identify and describe the University hold that may be placed on specific student groups to ensure that they meet with an Academic Success Coach within the first six-weeks of classes.
3. Review and describe the three types of course restrictions that may apply to enrollment in certain courses.
4. Explain why an alpha character might be used preceding the course section number.

Student Account Holds
What are Student Account Holds?
Account holds prevent students from completing transactions such as registering for courses, changing course schedules, and receiving an official transcript. Only offices authorized by the University Registrar can place and remove holds.

There are six most common registration holds.
1. Advisement Hold
2. Financial Hold
3. Citizenship Hold
4. Immunization Hold
5. Alcohol Edu Hold
6. Haven Hold

The first two holds are common to all students, regardless of classification.
1. **Advisement Hold:** The most common registration hold is the advisement hold. Each semester, the Registrar's Office places advisement holds on every student account to enforce the requirement that students meet with their academic advisor prior to course registration. Since this hold directly relates to academic advising, it is important that you keep accurate records of student attendance for advisement appointments. Some academic will lift this hold in Self Service Carolina.

2. **Financial Hold:** The financial hold is managed by the Bursar's office and is placed when a student owes more than $25 to any office of the University. The money owed may be for tuition, fees, parking tickets or other University fines. Students who have financial holds either need to pay the debt or communicate with the Bursar's office to arrange a payment plan in order to have the hold lifted.

In addition, there are four registration holds that are common for new freshmen and transfer students.
3. **Citizenship Hold**: All new students must verify that they are a citizen or national of the United States or are an international student legally in the country. Students who have a non-verified citizenship status must submit the 'Citizenship Verification Form' and supporting documents to the Registrar's office to verify that they are a US Citizen and have the hold lifted.

4. **Immunization Hold**: All new students are required to submit the immunization form to Student Health Services verifying they either have received or are exempt from required immunizations. Students who do not submit this form will not be able to move into the residence hall and their classes will be dropped on the first day of class. An immunization hold will be placed until Student Health Services receives the form

5. **AlcoholEdu** and

6. **Sexual Assault Prevention for Undergraduates (SAPU) Holds**: New students, including-change of-campus students, are required to complete Part I and Part II of AlcoholEdu and SAPU. The Office of Substance Abuse Prevention Education (SAPE) places and releases these holds. These online alcohol education and sexual assault education and training modules will be further explained in Level Three, and you will have an opportunity to complete the modules as part of the experiential learning component for advisor certification.

A less common registration hold students may have is the **academic recovery hold**. This hold affects first-year freshmen on Academic Probation and students readmitted from Academic Suspension. These students are required to meet with an Academic Success Coach within the first six-weeks of classes. If they do not attend this required meeting, a registration hold is placed on their account and will only be lifted by the University Advising Center after having their appointment. A copy of the letter students receive is in the Resources folder.

For a comprehensive list of holds, please refer to the 'Holds and Course Restrictions' document in the resources folder of the training course.

Course Restrictions
What are Course Restrictions?
Course restrictions are settings that restrict course enrollment to a particular group of students or require special permission for enrollment.

During the registration period, students may reach out to you about not being able to enroll in courses that they were advised to take. Course restrictions vary. They may be based on student classifications, classroom seating capacity, and pedagogical approach.

We will focus on four common types of course restrictions where students must meet certain criteria in order to enroll in a course:
1. Course Section
2. Field of Study
3. Pre-Requisite
4. Co-Requisite

1. The first is the '**Course Section'** restriction where sections of a course are restricted to students in specific populations such as: certain majors, Opportunity Scholars Program participants, Honors College students, or by student classification such as sophomore and above. For example, there are some Carolina Core approved 100-level courses such as ENGL 101/102, PSYC 101, and MATH 141 that have sections that are restricted to only students in the Opportunity Scholars Program.

2. Second is the '**Field of Study'** restriction where all sections of a course are open only to certain majors, minors, and concentrations. For example, only students who have Public Health listed as their current major of record are able to register for PUBH 102.

3. Third is the '**Pre-Requisite'** restriction which only allows students to register for a course if they have completed or are currently enrolled in the required pre-requisite course.   For example, completion of MATH 111 or placement out of MATH 111 on the Math Placement Test is a required pre-requisite for MATH 122.

4. Finally, fourth is the **'Co-Requisite'** restriction that requires students to enroll in two classes taken during the same semester. An example of a co-requisite is CHEM 111 – students must register and take both the lecture section and lab section, CHEM 111L in the same semester. Both of those classes must be on the Add/Drop worksheet and processed at the same time in Self Service Carolina for enrollment to be processed.

How are Course Restrictions Identified?
The alpha character that precedes the course section number notates many courses that have a restriction. For example, the course section of ENGL 102 – H03 is restricted to Honors College students.

An overview of course restrictions and instructions on how to use the master schedule and course search function in Self Service Carolina to view restrictions for specific course offerings will be provided in the technology Module.

For a listing of course restrictions, please refer to the 'Holds and Course Restrictions' document in the resources folder of the training course.

If you are following along with Level 2, please go to Unit 2, Section 9.

Section 9: Second Major and Second Degree

This section covers second majors and second degrees.

Learning Outcomes
1. Explain the difference between a double major within the same college and a dual degree.
2. Explain who determines the designation on a degree when a student has two majors within the same college but one is a BA degree program and the other is a BS degree program.
3. Explain the application process for graduation when a student is pursuing two majors or two degrees.
4. Describe the three main requirements for graduating with two undergraduate degrees.
5. Identify where a student considering a second degree should be referred.

It is important to understand the differences between a second major and second degree, and how students declare each, and advisement processes. In Spring 2016, over 650 students graduated from UofSC with either two majors or two degrees.

Second Major
What is a Second Major?
Students who pursue two majors within the same college have what is known as a second major. These students graduate with two majors and one degree from that college. Most commonly, students who have two majors are either from the School of Business or the College of Arts & Sciences. It is important to know your college's approach to handling second major requests.

If you have an advisee who would like to add a second major, here are five important things you should know:
1. Students must meet both admission and progression requirements for the second major and receive approval from both programs.

2. If advising is provided at the departmental level, such as in the College of Arts & Sciences, then the student's primary advisor of record will be the advisor associated with the first major. The primary advisor is who the student is required to meet with each semester to have their advisement hold lifted. The student should also meet with an advisor for the second major to review program requirements and plan how they will be met. It is essential that both advisors maintain notes in Degree Works and Navigate so that the student and advisors know how the student was advised and how the student will meet the requirements for each major and the degree.

3. In addition to completing all of the requirements for the first major, students also must complete the program and major requirements for the second major.

4. In general, in cases where both majors are in the same college and one major is in a Bachelor of Arts degree program and the other is in a Bachelor of Science degree, the student must designate one as the official degree of record. This is most common in the College of Arts & Sciences.

5. Students will submit two graduation applications and will receive one diploma. Both the first and second majors are listed on the student's official transcript.

Second Degree

What is a Second Degree?

Graduating with two majors from different colleges is termed "dual degree" because the student will have to complete all requirements for both degrees from each college separately. These students graduate with two majors and two degrees.

If you have an advisee who would like to add a second degree, here are five important things you should know:

1. Students must meet the admission and progression requirements for the degree program in the second college and receive approval from both colleges.

2. Students must complete all requirements for both degrees. This includes earning a minimum of 24 credit hours beyond those required for the first degree for a total of at least 144 credit hours. Most students earn more than 144 total credit hours to complete both degrees.

3. Courses taken to meet any major or program requirements for the first degree **may not** be applied toward the major requirements for the second degree. Only the free electives from the first degree may be applied to the second degree.

4. Students will have an academic advisor in each college. The primary advisor of record is associated with the first degree and will lift advisement holds. Students also need to meet with the advisor in the second degree program. It is also essential that both advisors maintain notes in Degree Works and Navigate so that the student and advisors know how the student was advised and what the expectations are for meeting degree requirements.

5. Students who pursue two degrees must submit a graduation application for each degree. Students who graduate with two degrees will receive two diplomas.

How to Advise Students

When you meet with students who want to add a second major or second degree, use this time to have a conversation about the benefits and challenges of pursuing this academic option. Important questions for them to consider include: "How many additional credit hours will I have to take?", "Will this extend my time to graduation?", "How does adding this second major or degree help me reach my future goals?", and "What are the financial implications?"

Specifically, if you meet with a student who is thinking about pursuing a second degree, refer them to Major Change Advising in the University Advising Center. Major Change Advisors will review admission requirements for the second degree, program requirements for both degree programs, and any additional requirements for earning a second degree. This meeting will help students gain a better understanding of the academic expectations and time it will take to complete requirements for both degrees. It is an opportunity for students to have an open conversation with an advisor and thoughtfully decide if adding a second degree is a good idea and fits into their academic plan.

If you are following along with Level 2, please go to Unit 3, section 1.

Section 10: Satisfactory Academic Progress (SAP)

This section provides an overview of financial aid Satisfactory Academic Progress (SAP) requirements.

Learning Outcomes
1. Identify **criteria** for meeting Satisfactory Academic Progress.
2. Identify the **measurements** for SAP eligibility.
3. Identify the **time frame** for SAP eligibility determination.
4. Explain the **process for referring** students to the Office of Student Financial Aid & Scholarships.

Satisfactory Academic Progress
What is Satisfactory Academic Progress?
Satisfactory Academic Progress (SAP) is grounded in federal law that requires institutions to monitor the academic progress of students who receive federal financial aid. The SAP policy at UofSC applies to students who receive federal and/or state need-based financial aid as well as Private Education Loans. The intent of the SAP policy is to ensure that students who are receiving financial aid for their education are making measurable progress toward completion of a degree.

What are the Satisfactory Academic Progress Standards?
The SAP standards that undergraduate students must meet include the following three metrics:
1. **Minimum UofSC Cumulative GPA** – students must maintain a cumulative UofSC Grade Point Average (GPA) of 2.0.
2. **Completion Rate** – students must earn 67 percent of all credit hours attempted at UofSC plus transfer hours accepted.
3. **Maximum Time Frame** – the total number of credit hours attempted at any post-secondary institution may not exceed 180 for a four-year degree.

Credit hours attempted include the following:
- All credits hours earned through passing grades
- Credits hours not earned through a grade of W, WF, I, U, NR, or F, and
- Transfer hours accepted

Two additional things to know about SAP standards are:
1. All credit hours attempted are included in SAP calculations, regardless of whether federal financial aid was received.
2. Withdrawal from courses to preserve GPA will negatively impact the Completion Rate & Maximum Time Frame as those credit hours are still included in calculations.

Satisfactory Academic Progress Review
When is Satisfactory Academic Progress Reviewed?
Satisfactory Academic Progress is reviewed annually by the Office of Student Financial Aid and Scholarships at the end of the spring semester. If a student takes summer courses, SAP will be measured at the end of the summer semester as well. This measurement will determine if the student has met SAP standards to be eligible for financial aid for the subsequent fall, spring and summer semesters.

Students who do not meet SAP standards are notified via their UofSC email account.

Please note, students are able to appeal this decision under certain conditions that will be covered later in this module.

Satisfactory Academic Progress Appeal Process

What to know and tell students about the appeal process

Students who do not meet SAP standards and are deemed ineligible for financial aid may appeal this decision.

Three things to know and tell students about the SAP appeal process are:

1. Information regarding the SAP appeal process is included in the SAP eligibility notification sent via their UofSC email account.
2. A copy of the SAP appeal form for undergraduate students can be found online via the Office of Financial Aid and Scholarships website.
3. The SAP appeal and University readmission appeal are separate processes. In some cases, students may have to complete both appeals.

Satisfactory Academic Progress Referral

Advisors should refer any student with questions or concerns about SAP standards or the appeal process to the Office of Student Financial Aid and Scholarships. When referring a student, advisors should:

1. Have the student email fasap@mailbox.sc.edu to schedule an appointment with a SAP Counselor.
2. Follow up with a referral to the Office of Financial Aid and Scholarships through EAB Navigate, if necessary.

If you are following along with Level 3, please go to Unit 2, section 11.

Section 11: Academic Forgiveness

This section provides detailed information about Academic Forgiveness at the University of South Carolina.

Learning Outcomes
1. Identify who is eligible for Academic Forgiveness
2. Describe how you apply for Academic Forgiveness
3. Describe what happens on a student's record after Academic Forgiveness has been granted

Academic Forgiveness

What is Academic Forgiveness?
Academic forgiveness allows readmitted UofSC undergraduate students with less than a 2.00 Total Institutional GPA the opportunity to recalculate their GPA. It is intended to help students overcome previous academic deficiencies and complete their degree at UofSC.

What are the Requirements to Apply for Academic Forgiveness?
To apply for academic forgiveness, the following conditions must be met:
1. Prior to readmission, the student must not have been enrolled at any UofSC-system campus for at least 48 months.
2. After readmission, the student must
   - complete at least 24 graded credit hours
   - have at least 2.00 total institutional GPA, and
   - meet program of study progression requirements
3. The student has never previously been granted academic forgiveness

Students who meet these conditions may submit a written request for academic forgiveness to the dean of the college in which they are enrolled for verification and approval.

What Happens After Academic Forgiveness is Granted?
Once academic forgiveness is applied, the following conditions apply:
1. The student must meet program of study requirements for the academic bulletin year of readmission. In some cases, the student may elect to follow requirements for a subsequent bulletin year.
2. The student may not graduate with honors.

Once academic forgiveness is applied, Total Institutional GPA and credit hours are calculated in the following way:
1. GPA prior to readmission is set at a 2.00.
2. GPA is recalculated beginning the first semester after readmission.
3. GPA is based off the 2.00 for prior work and post-readmission semesters GPA.
4. Credit hours earned prior to readmission may, with approval, count toward degree requirements.
5. Only credit hours attempted after readmission are used in GPA calculations

Once academic forgiveness is applied, the students' permanent record and transcript will include the following:

1. An unmodified record of all work attempted at UofSC.
2. The statement "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. The GPA has been recalculated under the criteria of this program to allow for eligibility for graduation."

If you are following along with Level 3, please go to Unit 2, section 12.

Section 12: Pass-Fail Grading

This section provides detailed information about Pass-Fail Grading at UofSC.

Learning Outcomes
1. Describe the academic implications of taking a course as Pass-Fail
2. Explain the steps to take a course as Pass-Fail
3. Identify the deadline for electing to take a course as Pass-Fail

Pass-Fail Grading
What is Pass-Fail grading?
Pass-Fail grading allows students to take courses and receive grades that do not impact their GPA. Students can take a course and learn about an area of interest not related to their academic major.

Grades assigned for courses taken as Pass-Fail are "S" and "U". A grade of "S" indicates satisfactory performance and credit hours are earned. A grade of "U" indicates unsatisfactory progress and credit hours are not earned.

Taking a Course as Pass-Fail
How do students take a course as Pass-Fail?
Students who elect to take a course as Pass-Fail must take the following three steps:
1. Identify possible course options. Courses must be approved and can only fulfill an elective within the program requirements in the program of study.
2. Enroll in the course using the same registration process as for other courses.
3. Submit the "Pass-Fail Option Form" found on the Registrar's website to the Registrar's office by the WF deadline.

Three things to know about the "Pass-Fail Option Form" are:
1. The form requires the approval of the student's academic advisor and college academic dean.
2. Students have up to the WF deadline to submit the form. If a student does not submit the form or withdraw from the class by the WF deadline, the course will be treated as a regular graded course.
3. If a student submits the form and later decides they would like to receive a regular grade for the course, they may submit a new form to revoke the Pass-Fail option. This must be done prior to the WF deadline.

Five additional things to know about Pass-Fail are:
1. Students must have at least a Total Institutional GPA of 2.00 to be able to take a course Pass/Fail.
2. Students may take up to eight courses as Pass-Fail toward their undergraduate degree.
3. Under certain circumstances, pre-requisite requirements may be waived.
4. Courses taken as Pass-Fail do not count toward required credit hours for the President's or Dean's Honor List.
5. Courses taken as Pass-Fail do count toward credit hours required for financial aid and scholarships.

Advising Students for Pass-Fail

<u>When to advise students to take a course as Pass-Fail</u>
Pass-Fail is usually used by students who are close to degree completion and need to take elective courses to meet program requirements for their program of study. You may consider recommending a student take a course as Pass-Fail if the student:

- Needs credit hours to meet degree requirements, and
- Has the GPA needed for progression, graduation, and/or graduation with honors, and
- The course grade will not boost, but could negatively impact the GPA.

If you are following along with Level 3, please go to Unit 2, Section 13

Section 13: Independent Study and Internships

This section provides detailed information about Independent Study and Internships at the University of South Carolina.

Learning Outcomes
1. Identify **criteria** for independent study.
2. Explain the **steps to pursue** an independent study.
3. Describe the **benefits** of internships.
4. Explain how students may **participate** in internships.

Independent Study

How is an independent study?

An independent study allows students to pursue an in-depth study on a topic related to their program of study that is not adequately covered through regular course offerings. Students work closely with a faculty sponsor to design and carry out an independent study. The topic of the independent study is usually closely aligned to the research or professional expertise of the faculty sponsor.

Pursuing an Independent Study

How do students pursue an independent study?

Students who would like to complete an independent study must do the following four things:
1. Connect with an instructor to supervise the independent study.
2. Develop objectives, assignments, and evaluation methods for the independent study with the instructor.
3. Complete the "Undergraduate Independent Study Contract" form with the instructor and obtain required approval.
4. Submit the form to the Registrar's Office prior to course registration for proper course enrollment.

How is independent study credit counted?

An independent study is treated as a course and credit may be earned in one of the following two ways:
1. **Graded Credit** – independent study credit counts toward program of study major, minor, or cognate requirements and the grade is computed in the Total Institutional GPA.
2. **Pass-Fail Credit** – independent study credit does not count toward program of study major, minor, or cognate requirements and does not impact the Total Institutional GPA. If a student changes their program of study, an independent study taken Pass-Fail cannot later be counted as graded credit.

Three additional things to know about independent study are:
1. A minimum Total Institutional GPA of 2.50 is required.
2. Up to 6 credit hours for independent study may be earned per semester.
3. A maximum of 10% of the required credit hours for a program of study may be earned through an independent study.

Advising Students for an Independent Study

Students may take an independent study at any time during their undergraduate degree program. Commonly, an independent study is completed in the latter part of the program of study. When advising students for an independent study, the following is important to keep in mind:

- **Degree applicability** – Where could an independent study most appropriately meet program of study requirements? Does the student need additional credit hours for program or elective credit?
- **Faculty mentorship** – Has the student developed a relationship with a faculty member who could sponsor an independent study? Are there faculty members in the students' academic area who commonly sponsor independent studies?
- **Student schedule needs** – Does the student need a flexible course schedule and would benefit from an independent study?

Internships

What are internships?

Internships are usually semester-long work experiences related to a students' program of study or career interests. Internships allow students the opportunity to:

- Get hands-on work experience
- Gain knowledge of a given career field or industry
- Confirm or change a career path
- Make valuable networking connections

Internships can be part-time or full-time, paid or unpaid, and are available to students of all majors. Students may also earn course credit through internships with approval.

Participation in Internships

How do students participate in an internship?

Students are responsible for identifying and applying for an internship. Many companies post internship opportunities online and have a standard application and selection process. Students may also propose a custom internship opportunity with a business or career field of interest.

Two common ways that UofSC students participate in internships are:

1. **Community Internship Program (CIP)** – This is a formal, structured internship program provided through UofSC's Career Center.
2. **Academic Internship** – This is an internship that is approved for course credit through the students' College or academic department.

Some programs of study require students complete one or more internships. For example, the Department of Sport and Entertainment Management requires the completion of two internship experiences. These internship experiences are taken for course credit and have a minimum work hour and coursework requirements.

Advising Students for Internships

Explain to students the value of an internship to gaining work experience and a professional network that will help them to be competitive when seeking employment after college. Two things to know when advising students for internships are:

- How and where an internship may fit in the program of study and if there are internship requirements

- Refer students to UofSC's Career Center or, when available, College internship staff and resources

If you are following along with Level 3, please go to Unit 2, section 14

Section 14: Senior Privilege

This section provides information about senior privilege.

Learning Outcomes
1. Identify **criteria** for senior privilege.
2. Explain the **steps to participate** in senior privilege.
3. Identify the **form** required to participate in senior privilege.

Senior Privilege

What is senior privilege?

Senior privilege is a special provision for undergraduate students in their final semester to take graduate level courses and earn up to six hours of graduate credit. These courses cannot be used to meet the undergraduate program of study requirements.

What are the criteria for senior privilege?

Students must meet two main criteria to be eligible for senior privilege. The criteria are:
1. Have at least a 3.00 Total Institutional GPA.
2. Need less than a normal course load to complete undergraduate degree requirements. Course overloads are not allowed with senior privilege.

Participating in Senior Privilege

How do students participate in senior privilege?

Students who want to participate in senior privilege must take the following three steps:
1. Identify possible graduate course options.
2. Complete the "Senior Privilege Coursework Authorization" form with required approval from their academic advisor, program Graduate Director, and Graduate School Dean.
3. Submit the form to the Registrar's Office prior to registration for proper course enrollment.

Three additional things to know about senior privilege are:
1. Grades earned do not impact the undergraduate or graduate GPA.
2. Credit earned is included on the undergraduate record but cannot be counted toward degree requirements. A note is included on the graduate record.
3. The "Senior Privilege Coursework Authorization" form may not be submitted retroactively for courses the student has already taken or is currently enrolled. Advanced approval and submission is required.

If you are following along with Level 3, please go to Unit 2, section 15

Section 15: Graduation

This section provides detailed information about graduation requirements and graduating with honors.

Learning Outcomes
1. Identify criteria for graduation with honors.
2. Identify the three levels of graduation with honors and respective GPA requirements.

USC Graduation Requirements
What are the USC graduation requirements?
In order to be eligible for graduation, undergraduate students must meet the following three general criteria: 1. Complete all program of study course requirements 2. Be in good academic standing and have a Total Institutional GPA of at least a 2.0 3. Meet college or department requirements. Note: This may include meeting a minimum GPA requirement that is higher than the University's minimum 2.0 Total Institutional GPA requirement

What are "in residence" requirements for graduation?
In residence requirements ensure that a student earns a certain percentage of credit hours through courses taken at USC to earn a degree from USC. All undergraduate students must meet the following two in residence requirements:
1. The last 25% of the program of study requirements must be met through courses taken in-residence.
2. At least half of the program of study requirements for the major and minor (if applicable) must be met through courses taken in-residence at USC.

In residence requirements may not be met by the following courses:
1. Courses where credit is earned by exemption or exam
2. Correspondence courses
3. Transfer courses

In addition, the following two things should be noted regarding in residence requirements:
1. Pass/Fail courses will meet in residence requirements
2. Some academic colleges or departments may require a higher percentage or that certain courses be taken in residence at USC to meet their program requirements

Please take a moment to review the in-residence chart found in the Undergraduate Studies Bulletin.

Students should confer with the Dean's Office or Academic Advising unit in their college the semester before intended graduation to make sure they are meeting program of study requirements and are on track for graduation.

Graduation with Honors
What is graduation with honors?
Graduation with honors is an academic distinction based on a student's Total Institutional GPA at the time of graduation from the University.

Total Institutional GPA for the semester prior to graduation is used to determine if a student is recognized for graduation with honors at commencement. However, the final honors designation is determined after all grades are posted on the academic transcript and the student has been cleared by their College for graduation.

The honors designation appears on both the diploma and transcript.

What are the criteria for graduation with honors?
Students must meet two main criteria for graduation with honors from the University. The criteria are:
3. Have at least 3.50 Total Institutional GPA
4. Earn at least 60 degree applicable credit hours from courses taken at the UofSC-Columbia campus

What are the levels of graduation with honors?
There are three levels of graduation with honors designations. The three levels of honor are:
4. Summa Cum Laude - Total Institutional GPA of 3.95-4.00
5. Magna Cum Laude – Total Institutional GPA of 3.75-3.949
6. Cum Laude - Total Institutional GPA of 3.50-3.749

Two additional things to know about graduation with honors are:
4. Graduation with honors from the University and graduation with Honors from South Carolina Honors College are different distinctions. Students who complete Honors College requirements are awarded their degree "With Honors from South Carolina Honors College".
5. Some programs of study allow students to graduate "with distinction" from that program. This is different than graduation with honors. Advisors should refer to the academic bulletin for information about requirements to graduate "with distinction".

If you are following along with Level 3, please go to Unit 3, section 7

Advisor Guidebook

Unit 3: Academic Programs and Requirements

This chapter includes

Section 1: Program of Study

This section provides an overview of the program of study.

Learning Outcomes
1. Identify and describe the **four components** of the **program of study**.
2. Define and describe the purpose of **major maps**.

Program of Study

What is the Program of Study?

The program of study is a prescribed sequence of learning components comprising an academic program. It encompasses all degree components and is the structure used by all academic programs when communicating degree requirements. All degrees require students to earn a minimum 120 credit hours. The program of study consists of four parts: Carolina Core, College Requirements, Program Requirements, and Major Requirements.

The program of study is included in ACAF 2.00 policy that is included in the resources folder for this module on the Blackboard training course.

The program of study uses academic terminology that is universal across all colleges and programs. This is important for three main reasons:
1. First, it allows for consistency among academic units, students, and parents when talking about degree requirements. Everyone uses and understands the same terms regardless of their role or academic area.
2. Second, it creates clarity when describing the parts of the program of study.
3. Third, it promotes curricular cohesiveness.

Universal academic terms will be defined throughout this section, and a full list of the terms can be found in the resources folder for this module on Blackboard and the glossary in the back of this book. Below is a brief overview of each part of the program of study; more in-depth information on each component will be reviewed in later sections of this text.

Carolina Core

What is the Carolina Core?

The Carolina Core provides the common core of knowledge, skills and academic experience for all Carolina undergraduate students. Students who enrolled in a degree program at UofSC in Fall 2012, or later, must take courses that meet Carolina Core requirements.

The Carolina Core curriculum has ten learning outcomes that must be met by taking formally approved courses. To satisfy Carolina Core requirements, a student must complete a minimum of 31 credit hours. We will further discuss the Carolina Core in the next section of this module.

College Requirements

What are College Requirements?

College requirements are foundational requirements for all majors within the college. Some colleges have prescribed courses all students must complete. For example, the School of Business requires all students take a specific set of business courses.

Some colleges include specific Carolina Core approved courses as part of college requirements. It is important to note that a course cannot be counted toward both the Carolina Core and College Requirements. For example, the College of Arts and Sciences requires students take one U.S. History and one Non-U.S. History course. Both are Carolina Core approved courses. In the program of study, one counts toward the Carolina Core and the other meets a college requirement.

Program Requirements
What are Program Requirements?
Program requirements are courses specific to an academic program that are not major courses. These are typically major prerequisites or supporting courses. Cognate, minor, and elective courses needed to reach hours for graduation are included in program requirements.

Major Requirements
What are Major Requirements?
Major requirements are courses in a discipline that lead to a degree in a distinct specialty area at a particular level of instruction (undergraduate and graduate). These are specific to a major, including major courses, major electives, and courses specific to a concentration (ACAF 2.0).

Take note that the academic term 'concentration' refers to a series of courses that display a distinct curricular pattern within the major. Concentrations have been called areas of emphases on the graduation application and as options, emphases, tracks, (sub)fields or specializations. The word 'concentration' in the program of study denotes that it is officially approved through **CHE** (SC Commission on Higher Education).

The program of study creates the basic foundation for academic programs. This creates curricular cohesiveness that allows for a common template for major maps.

Major Maps
This section will review the major map template along with an example major map.

Learning Outcomes
1. Define a major map and describe how it provides a path to graduation.
2. Describe how students and academic advisors can use major maps.
3. Identify the time period for review and updating of major maps.

What is a Major Map?
A major map is defined as a layout of required courses in a given program of study, including progression requirements and suggested course sequence to ensure a clear path to graduation. Major maps are designed to assist students in planning their program of study and in comparing different programs of study.

Major Maps replace the need for major check sheets, provides curricular transparency to both students and parents, and reiterates UofSC's goal for students to graduate in 8 semesters.

Students and academic advisors can use major maps to:
- compare different programs of study,
- check for adherence to the program of study,

- identify "critical courses" for progression toward graduation,
- track progress toward graduation, and
- plan for discussion of future-semester courses with an advisor

The major map template and example major maps can be found in the resources folder for this module for reference.

UNIVERSITY OF **SOUTH CAROLINA**

Major Map: Major – Degree (Degree Acronym)
College Name
Department Name
Catalog Year: YYYY-YYYY

This course plan is a recommended sequence for this major. Courses designated as critical (!) may have a deadline for completion and/or affect time to graduation. Please see the Program Notes section for details regarding "critical courses" for this particular Program of Study.

Critical	Course Subject and Title	Credit Hours	Min. Grade[1]	Major GPA[2]	Code	Prerequisites	Notes
Semester One (# Credit Hours)							
Semester Two (# Credit Hours)							
Semester Three (# Credit Hours)							
Semester Four (# Credit Hours)							
Semester Five (# Credit Hours)							
Semester Six (# Credit Hours)							
Semester Seven (# Credit Hours)							
Semester Eight (# Credit Hours)							

We will now review the major map template.

Notice the **header** containing the information about the program of study. If this were a map for a particular major with an approved concentration, the concentration would be listed under the major and degree.

The **"critical courses"** statement above the table will be the same for every map. Courses designated as "critical" have a deadline or may impact the anticipated graduation semester. There is a more detailed explanation of how the "critical course" applies to the particular college or major in the "Program Notes" section on the back of the map.

The "**code**" column designates the course as a Carolina Core course, a College Requirement, a Program Requirement, or a Major Requirement. The Carolina Core courses may also have a specific component attached to the code. For example, CC-AIU denotes that a Carolina Core approved AIU course should be taken. You may see "Carolina Core Requirement" in the "Course Subject and Title" column, which allows for flexibility in planning and scheduling.

On the back of the major map, you will see a "**Graduation Requirements Summary**" table that will show the specific hours for the Program of Study and the Minimum GPA requirement for graduation.

There are also **footnotes** referenced throughout the table on the front page of the map. The first two footnotes are the same for every major, as they are referenced in column headings.

Program Notes is where specific information about the "Program of Study" is listed. It is the information that is most important to convey to students and makes clear the expectations for obtaining a degree in the particular major.

At the bottom of the second page is the legend for the "**Code**" column in the map. Many times you will just see "CC" for Carolina Core, as a definite component may not be specified. However, in most maps the CC-ARP & CC-GFL requirement are specified in the first two semesters to immediately build upon the knowledge from high school math and foreign language courses and to meet progression requirements . Prescribed courses to fulfill certain Carolina Core requirements are also documented in the major map.

There is a "**disclaimer**" statement at the bottom of each major map reminding students that this sequence is not fixed and may vary. It is also meant to encourage students to discuss their plans and any coursework with an academic advisor.

We will now briefly review two example major maps to help you better understand what a major map will look like with the course requirements included.

This first example is from the School of Business for the Marketing major.

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This course plan is a recommended sequence for this major. Courses designated as critical (!) may have a deadline for completion and/or affect time to graduation. Please see the "Program Notes" section for details regarding "critical courses" for this particular Program of Study.

Critical	Course Subject and Title	Credit Hours	Min. Grade[1]	Major GPA[2]	Code	Prerequisites	Notes
Semester One (15-16 Credit Hours)							
!	ENGL 101 Critical Reading and Composition	3	C		CC-CMW		
!	MATH 122 Calculus for Bus. Admin. & Soc. Sciences *or* MATH 141 Calculus 1[3]	3-4	C		CC-ARP	MATH 111/111I/115 *(MATH 122)*; MATH 112/115/116 *(MATH 141)*; *or* Math placement test score	
!	MGSC 290 Computer Info. Systems in Business[4] *or* ECON 221 Principles of Microeconomics *or* ECON 222 Principles of Macroeconomics	3	C		CR		
	Foreign language[5] or other Carolina Core Requirement[6]	3			CC-GFL		
	UNIV 101 The Student in the University *or* Carolina Core Requirement[6]	3			PR/CC		
Semester Two (15-16 Credit Hours)							
!	ENGL 102 Rhetoric and Composition	3	C		CC-CMW CC-INF	C or better in ENGL 101	
!	STAT 206 Elementary Statistics for Business	3	C		CC-ARP	MATH 111 or higher	
!	ACCT 225 Introduction to Financial Accounting	3	C		CR		
!	MGSC 290 Computer Info. Systems in Business[4] *or* ECON 221 Principles of Microeconomics *or* ECON 222 Principles of Macroeconomics	3	C		CR		
	Foreign language[5] or other Carolina Core Requirement[6]	3-4			CC-GFL		
Semester Three (16 Credit Hours)							
	ACCT 226 Introduction to Managerial Accounting	3	C		CR	ACCT 225	
	ECON 221 Principles of Microeconomics *or* ECON 222 Principles of Macroeconomics	3	C		CR		
	MGMT 250 Professional Communication	3	C		CR	ENGL 101 & 102	
	BADM 301 Business Careers in the Global Economy	1	C		CR		
	MGSC 291 Applied Statistics for Business	3	C		CR	STAT 206	
	Carolina Core Requirement[6]	3			CC		
Semester Four (15-16 Credit Hours)							
	FINA 363 Introduction to Finance	3	C		CR	ECON 221, ACCT 225, & STAT 206	
	MGMT 371 Principles of Management	3	C		CR		
	MGSC 395 Operations Management	3	C		CR	ACCT 222, ECON 224, & 3 hrs. of Statistics	
	MKTG 350 Principles of Marketing	3	C		CR	ECON 221/222, ACCT 225/226	
	Carolina Core Requirement[6]	3-4			CC		
Semester Five (15-16 Credit Hours)							
	MKTG 351 Consumer Behavior	3	C		MR	MKTG 350	
	MKTG 352 Principles of Marketing Research	3	C		MR	MKTG 350 and MGSC 291	
	ACCT 324 Survey of Commercial Law	3	C		CR		
	Minor *or* Directed Coursework[7]	3	C		PR		
	Carolina Core Requirement[6]	3-4			CC		
Semester Six (15 Credit Hours)							
	MKTG Elective[8]	3	C		MR		
	Business Elective[9]	3	C		PR		
	Minor *or* Directed Coursework[7]	3	C		PR		
	Minor *or* Directed Coursework[7]	3	C		PR		
	Carolina Core Requirement[6]	3			CC		
Semester Seven (15 Credit Hours)							
	MKTG 465 Marketing Strategy and Planning	3	C		MR	MKTG 352 & Senior Standing	
	Business Elective[9]	3	C		PR		
	Minor *or* Directed Coursework[7]	3	C		PR		
	Carolina Core Requirement[6] *or* Approved Elective	3			CC/PR		
	Carolina Core Requirement[6] *or* Approved Elective	3			CC/PR		
Semester Eight (15 Credit Hours)							
	MGMT 478 Strategic Management	3	C		CR/CC-INT	MKTG 350, FINA 363, MGMT 371 & Senior Standing	
	MKTG Elective[8]	3	C		MR		
	Minor *or* Directed Coursework[7]	3	C		PR		
	Minor *or* Directed Coursework[7]	3	C		PR		
	Carolina Core Requirement[6] *or* Approved Elective	3			CC/PR		

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- You will see the exclamation point in the "**Critical**" column. There is a more detailed explanation on the back of the map in the "Program Notes" section of why this course is critical to the program of study.

- Next, notice the "**Code**" column. MGSC 290, and ECON 221 or 222 are College Requirements. The same requirements are listed in semester two as well. This shows that one requirement must be met each semester. For example, MGSC 290 may be taken in the fall and ECON 221 may be taken in the spring. Then, in semester 3, ECON 221 or 222 is listed again. That is because MGSC 290 and either ECON 221 or 222 must be taken during the first year. This is an example of creating flexibility, while demonstrating advising practices of the college.

- Finally, "**Foreign Language or Carolina Core Requirement**" is listed in the first two semesters. This is showing the variation in student requirements based upon their foreign language placement test score. Students who place out of foreign language would take a Carolina Core requirement here instead. There are also footnotes references next to Foreign Language and Carolina Core requirement to let you know the minimum requrirements.

- There is a **Graduation Requirements Summary** on every map with the minimum credit hour requirements. There is a range of minimum hours for college and program requirements hours and for Carolina Core hours, again, depending on overlays and foreign language.

- **Footnote number 4** refers to the information that was pointed out on the front of the map, and provides an explanation for the MGSC 290, ECON 221, and ECON 222 courses.

- In the **Program Notes** section, the first note always gives a specific explanation of the critical courses for this major.

The second example major map is from Geography.

UNIVERSITY OF SOUTH CAROLINA

Major Map: Geography – Bachelor of Science (B.S.)
Physical/Environmental Concentration
College of Arts and Sciences
Department of Geography
Bulletin Year: 2019-2020

This course plan is a recommended sequence for this major. Courses designated as critical (!) may have a deadline for completion and/or affect time to graduation. Please see the Program Notes section for details regarding "critical courses" for this particular Program of Study.

Critical	Course Subject and Title	Credit Hours	Min. Grade[1]	Major GPA[2]	Code	Prerequisites	Notes
Semester One (15-17 Credit Hours)							
!	ENGL 101 Critical Reading and Composition	3	C		CC-CMW		
	MATH 122 Calculus for Bus. Admin. & Soc. Sciences or MATH 141 Calculus 1[3]	3-4			CC-ARP	MATH 111/111I/115 (MATH 122); MATH 115 (MATH 141); or Math placement test score	
	Foreign language[4] or other Carolina Core Requirement[5]	3-4			CC-GFL		
	Carolina Core Requirement[5]	3			CC		
	UNIV 101 The Student in the University or Carolina Core Requirement[5]	3			PR/CC		
Semester Two (15-16 Credit Hours)							
!	ENGL 102 Rhetoric and Composition	3	C		CC-CMW CC-INF	C or better in ENGL 101	
	MATH 142 Calculus II or MATH 170 Finite Mathematics or MATH 172 Math. Modeling for the Life Sciences	3-4			CC-ARP	MATH 141 (MATH 142); MATH 111/111I or Math placement test (MATH 170); MATH 122 or 141 (MATH 172)	
	STAT 201 Elementary Statistics	3			CR	MATH 111 or higher or STAT 110	
	Foreign language[4] or other Carolina Core Requirement[5]	3			CC-GFL		
	Carolina Core Requirement[5]	3			CC		
Semester Three (15-16 Credit Hours)							
	Choose 1 of the following: GEOG 103 Introduction to Geography (CC-GSS) GEOG 104 Introduction to Physical Geog. (CC-SCI) GEOG 105 The Digital Earth (CC-ARP) GEOG 121 Globalization & World Regions (CC-GSS) GEOG 201 Landform Geog. (CC-SCI) -recommended GEOG 202 Weather & Climate (CC-SCI) -recommended GEOG 210 People, Places, & Envr. (CC-GSS)	3-4	C		CC		
	CSCE 102 General Applications Programming	3			CR		
	Foreign language[4] or Carolina Core Requirement[5]	3			CR/CC		
	Carolina Core Requirement[5]	3			CC		
	History[6]	3			CR		
Semester Four (15-16 Credit Hours)							
	GEOG 341 Cartography or GEOG 345 Interpretation of Aerial Photographs or GEOG 363 Geographic Information Systems or GEOG 551 Principles of Remote Sensing	3	C		MR		
	Cognate or Minor Course[7]	3	C		PR		
	Humanities or Fine Arts	3			CR		
	Social Science	3			CR		
	Carolina Core Requirement[5] or Approved Elective[8]	3-4			CC/PR		
Semester Five (15-16 Credit Hours)							
	GEOG Elective[9]	3	C		MR	See Bulletin listing.	
	GEOG Elective[9]	3	C		MR	See Bulletin listing.	
	Cognate or Minor Course[7]	3	C		PR		
	Cognate or Minor Course[7]	3	C		PR		
	Carolina Core Requirement[5] or Approved Elective[8]	3-4			CC/PR		
Semester Six (15 Credit Hours)							
	GEOG Elective[9] (500-level or above)	3	C		MR	See Bulletin listing.	
	GEOG Elective[9]	3	C		MR	See Bulletin listing.	
	Cognate or Minor Course[7]	3	C		PR		
	Approved Elective[8]	3			PR		
	Approved Elective[8]	3			PR		
Semester Seven (15 Credit Hours)							
	GEOG 495 Seminar in Geography	3	C		MR CC-INT	At least 15 hrs. GEOG credit	
	Minor Course[7] or Approved Elective[8]	3	C (minor)		PR		
	Approved Elective[8]	3			PR		
	Approved Elective[8]	3			PR		
	Approved Elective[8]	3			PR		

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- In the **header**, the Physical/Environmental Concentration is listed. Major maps are only developed for officially approved concentrations.

- In the first and second semesters, the ARP requirements for this particular major are specific. Students must choose from the prescribed MATH 122 or 141 and MATH 142, 170, or 172.

- In semester 3, History is listed with a reference to a footnote about the U.S. and non-U.S. history requirements. Notice that this is an Arts & Sciences College Requirement that is in addition to the Carolina Core GHS.

- In the **graduation requirements summary**, you will see that the range of **Carolina Core hours** is 32-44, not 31-43, because of the extra lab requirement.

- **Footnote 6** gives the history course explanation for the College of Arts and Sciences.

- You will also see the major electives listed in the footnotes. This is not always possible if there is a very long list of options. Refer to the bulletin for a full listing of major electives.

Major maps are reviewed and updated for each catalog year as needed to reflect approved curriculum changes. Approved major maps are located in major maps repository found on the University Advising Center's website. A link to this secure website can be found in the resources folder on Blackboard.

Progression Requirements
This section covers progression requirements.

Learning Outcomes
1. Define progression requirements.
2. Identify general examples of progression requirements.
3. Describe the specific progression requirements for the program(s) advised.

What are Progression Requirements?
Progression requirements are the integral elements of a program of study that establish the minimum level of achievement for a student to continue in their program. Progression requirements may include a minimum GPA and/or completion of specific courses with minimum grades. Some programs also have deadlines for when progression requirements must be completed.

As an advisor, you need to know the progression requirements for the programs you advise. In addition, you need to know how your college handles students who are not meeting progression requirements. As you meet with your advisees, make sure they are aware of the progression requirements for their major and what they need to do to meet them. Progression requirements are also reflected in major maps.

You may also want to create a saved student search in Navigate to identify and track your advisees who may be at risk for not meeting progression requirements. Saved searches will be covered later in this level in Module #4 – Advising Technology. Students who are not on track to meet progression requirements should be referred to Exploratory Advising in the University Advising Center.

If you are following along with Level 2, please go to Unit 2, section 5.

Section 2: Carolina Core Overview

This section provides detailed information about the Carolina Core components and requirements.

Learning Outcomes
1. Summarize three reasons why the **Carolina Core** was created.
2. Identify the ten Carolina Core **components, learning outcomes, and codes.**
3. Describe the **different ways** students can meet Carolina Core requirements.
4. Describe the difference between a **stand-alone** and **overlay approved** course.

What is the Carolina Core?
The Carolina Core is UofSC general education curriculum that provides the common core of knowledge, skills and academic experience for all Carolina undergraduate students.

What is the purpose of the Carolina Core?
Three main reasons for the general education requirement at UofSC include:
1. Provide a curriculum that prepares students to thrive in the 21st Century.
2. Compliance with the University's accrediting agency, the Southern Association of Colleges & Schools (SACS-COC). This includes a minimum of 30 credit hours in areas such as natural sciences and mathematics, humanities and fine arts, and social sciences.
3. Compliance with the South Carolina state mandate requiring every high school graduate show proficiency in a foreign language with two units of study. This requirement is validated through the foreign language placement exam or completion of appropriate courses.

Carolina Core Curriculum
What is included in the Carolina Core Curriculum?
The Carolina Core curriculum has ten **components**, each with one **learning outcome** and a credit hour requirement that students must meet by completing approved courses. For example, the learning outcome requirement for the Aesthetic and Interpretive Understanding component is to, *"Create or interpret literary, visual or performing arts"* and it has a 3 credit hour requirement.

Each Carolina Core component also has a **code** that is a three letter acronym commonly used when speaking about the core. For example, ARP stands for Analytical Reasoning and Problem-Solving and VSR stands for Values, Ethics, and Social Responsibility.

Carolina Core Approved Courses
How can students meet Carolina Core requirements?
Students can complete Carolina Core requirements in three ways:
1. Take and receive credit for Carolina Core approved courses at UofSC-Columbia or UofSC-Regional campuses.
2. Earn credit for Carolina Core approved courses through AP or IB exams.
3. Earn transfer credit for courses with Carolina Core approved equivalencies.

Students may also meet the Foreign Language (GFL) component by taking and receiving a score on the Foreign Language Placement test showing proficiency in a foreign language with two units of study as required by the state of South Carolina.

What courses meet Carolina Core requirements?

To satisfy Carolina Core requirements, a UofSC student must complete a minimum of 31 credit hours. That is ten courses at three hours, plus a one-hour science lab. Only formally approved courses can be counted to meet Carolina Core requirements. Generally students complete Carolina Core requirements by taking **foundational courses** that apply across all disciplines and are intended for students to take early in the undergraduate experience.

Individual Carolina Core requirements may be met with **Stand-Alone** (meets **one** component) or **Overlay** (meets **two** components) approved courses. HIST 101 is a stand-alone course as is meets only the GHS component and ENGL 102 is an overlay course as it meets both the CMW and INF components of the Carolina Core.

There are two important things to know about overlay approved courses:
1. A maximum of two overlay approved courses may be counted toward Carolina Core requirements
2. It is not a requirement that overlay approved courses count for two components. For example, HIST 108 is an approved overlay course for GHS and VSR. A student may choose to take HIST 108 to meet the GHS component only and take a different VSR approved course to meet that component.

Some programs have **prescribed courses** that must be taken to meet a specific Carolina Core component. For example, Chemical Engineering majors must take MATH 141 and MATH 142 to meet the ARP Carolina Core component.

Near the end of a program of study, students will take an **integrative course** that integrates selected Carolina Core learning outcomes into discipline-specific study. The major-specific coursework meets the Carolina Core requirements for an Integrative Course. An example of an integrative course for a Political Science major is POLI 315 as it meets the Carolina Core requirement for an integrative course as well as a major requirement.

An interactive list of approved courses can be found on the Carolina Core website, sc.edu/Carolinacore. Note that Carolina Core approved courses may change from year to year, with new courses being added and others being removed.

If you are following along with Advising Foundations, please go to Unit 4, Section 1.

Carolina Core in Advising
Learning Outcomes
1. Describe two ways to explain the purpose of the Carolina Core to students
2. Identify where to find Carolina Core approved courses
3. Explain Carolina Core overlay courses
4. Explain how non-UofSC credit may count to meet Carolina Core requirements

Explaining the Carolina Core
How to explain the purpose of the Carolina Core to students

From time to time, students may question the purpose of the Carolina Core. They may not understand the need for having to take certain courses, especially if they don't appear to be directly related to their program of study or career path.

Two points advisors can make to help students better understand the purpose of the Carolina Core include:

1. **Needed for accreditation.** University accreditation is important because it shows the quality of their UofSC education meets specific standards. Employers also often require applicants have earned a degree from an accredited institution.
2. **Development of skills.** It's not only the subject matter or content the class covers that is important, but also the skills developed by taking the course. Skills such as communication, teamwork, critical thinking, problem-solving, self-management, and organizing are the addressed by the Carolina Core learning outcomes. Employers look for these skills developed through Carolina Core courses when hiring new employees.

Advising for Carolina Core Courses

When to advise for Carolina Core courses?

Students are advised to take Carolina Core courses at various points throughout their program of study. What courses to take and when to take them depends greatly on the college and progression requirements for a program of study.

For example, students in the College of Nursing are advised to complete Carolina Core requirements in the first two academic years so that major course requirements can be met during the final two years. On the other hand, students in the Darla Moore School of Business are advised for Carolina Core and college or major requirements throughout the four academic years.

Advisors should follow their college's progression requirements, as well as consult the major maps, to ensure that students are meeting progression requirements and taking Carolina Core courses at the appropriate time.

Identifying Carolina Core Courses

How to identify Carolina Core approved courses?

Approved Carolina Core courses are most easily identified through the Carolina Core website. The website provides a searchable table that shows all courses and the Carolina Core component met.

Advisors should become familiar with this website and show students how it can be used as a resource when planning their course schedule.

For students in the South Carolina Honors College, there are some additional Honors level Carolina Core approved courses. These courses can be viewed on the Honors College website by searching the 'Honors College Courses' table.

Carolina Core Overlay Courses
What are Carolina Core Overlay Courses?
Carolina Core Overlay courses fulfill two components of the Carolina Core. For example, SAEL 200 is an overlay course that meets both the CMS and VSR Carolina Core components. Students may use two overlay courses to meet Carolina Core requirements.

Why are overlays important?
Overlays are important because they may create flexibility in a student's program of study. If a program of study is designed so that there are credit hours designated for each Carolina Core component, taking overlay courses can free up credit hours for a student to take elective courses of their choosing.

For example, a student takes SAEL 200 as an overlay to meet both the CMS and VSR Carolina Core requirements. The student may then be able to take an elective course of interest instead of a Carolina Core course. In addition, AP coursework that was not originally applied to degree requirements may be used as an elective. There are a variety of options and situations where using overlays to create electives are very valuable and beneficial to the student.

Note: Some programs require specific courses be taken as overlays and do not allow credit hours for elective courses. Refer to specific program requirements and major maps to determine overlay and elective course applicability.

One additional thing to know about overlays with advisement is:
1. ENGL 102 will almost always be counted as a Carolina Core overlay in the program of study, meeting the CMW and INF requirements. This includes ENGL 102 credit taken at UofSC or received through transfer/AP/IB coursework.

Transfer/AP/IB Coursework and the Carolina Core
Can credit earned from somewhere other than UofSC be used to fulfill Carolina Core requirements?
Credit earned through transfer/AP/IB that counts for a Carolina Core approved course may fulfill that requirement. For example, if a student takes an introductory Psychology course at another institution and receives equivalent UofSC credit for PSYC 101, the course would be applied as the GSS Carolina Core requirement. Likewise, if a student takes the AP test for Psychology and receives an appropriate score on the AP test, the credit would be applied as the GSS Carolina Core requirement.
Students may also take courses to meet Carolina Core requirements while studying abroad. Advisors should refer to the Transfer Equivalency Tables found on the Registrar's website and their department to determine how courses taken abroad may meet Carolina Core requirements. Additional information on Study Abroad courses will be covered in Level Two.

Student Responsibility & the Carolina Core
What to tell students about the Carolina Core

Students should take ownership as possible for their degree progression. So I'll tell them:

1. **Learn the Carolina Core Components.** Students will hear about the Carolina Core beginning before they arrive for New Student Orientation. It is important to have an understanding of the types of courses that meet different component areas. It is also helpful to learn the three letter acronyms for each component. Advisors, administrators, and other students will refer to the components by their acronyms.
2. **Know how Carolina Core courses fit in the Program of Study.** Know what courses are required and when they should be taken. Some programs require specific courses to meet Carolina Core components. It is important that the correct course be taken to meet degree and progression requirements.
3. **Bookmark and utilize the Carolina Core website.** The website is easy to use and helpful for identifying Carolina Core approved courses.

Ultimately, the Carolina Core will be what a student makes out of it. They can take the easiest and most convenient courses if they choose. However, most students who are looking for an edge and to make themselves unique should try to make something extra and individual out of the Carolina Core, if they possibly can.

If you are following along with Level 1, please go to Unit 3, Section 3.

Section 3: Transfer Credits

Part 1: System Campuses
This section provides details on the UofSC system campuses and the change of campus or system transfer process at UofSC.

Learning Outcomes
1. Identify the **eight campuses** that make up the UofSC system.
2. Describe the **requirements** for a system transfer to UofSC-Columbia.

UofSC System Campuses
What are the campuses in the UofSC System?
The UofSC system has eight total campuses offering associate, bachelor, and graduate degree programs. The eight campuses are differentiated as follows:

1. UofSC-Columbia is the flagship campus of the system and is a research institution offering both undergraduate and graduate degree programs.
2. Three comprehensive or senior campuses, UofSC Aiken, UofSC Beaufort, and UofSC Upstate, offer traditional four-year bachelor's and advanced degree programs. These campuses are autonomous within the UofSC system and are fully accredited by SACSCOC.
3. Four Palmetto College or regional campuses, UofSC Lancaster, UofSC Salkehatchie, UofSC Sumter, and UofSC Union, grant associate and online bachelor's degree completion programs.

An interesting fact to note is that each campus their own mascot. Therefore, to be a Gamecock, you must attend the University of South Carolina-Columbia.

System Transfer
What is System Transfer?
System transfer is when a student who is enrolled at one UofSC system campus transfers to another UofSC system campus. Most students change campuses from a regional campus to UofSC-Columbia.

What are requirements for system transfer to UofSC-Columbia?
Three important things to know about system transfer requirements are:
1. Students must submit a 'Change of Campus' application found on the Admissions website.
2. System transfer students must have at least a 2.00 Total Institutional GPA to be considered for change of campus to UofSC-Columbia. Students must also meet the GPA and course requirements of the program of study they intend to enter. The Change of Campus Requirements table found on the Office of Undergraduate Admissions website lists specific college or program requirements for change of campus.
3. Students who have attempted fewer than 30 credit hours of college-level work must meet UofSC-Columbia Freshman admissions requirements. If any coursework is from a non-UofSC system campus, the student must also meet transfer GPA requirements.

What to tell students about system transfer?
Three things to tell students about change of campus are:
1. The "Home to Home" transfer equivalency table found on the Registrar's website is a helpful tool in finding out how courses taken will transfer between system campuses.

2. System Transfer is a relatively easy way for students to transfer between UofSC-system campuses.
3. Students who are sure they would like to transfer should plan coursework to meet the requirements of their intended major at their intended campus.

Source: http://sc.edu/about/system/our_campuses/

Part 2: Bringing Course Credit to UofSC
This section provides detailed information about AP, IB, and Dual Enrollment credit.

Learning Outcomes
1. Identify and describe the three ways students can enter UofSC with course credit.
2. Explain where to find AP & IB score information in the advising technology platforms.

Part 1: Entering UofSC with Course Credit
How do Students Enter UofSC with Course Credit?
Many students complete courses and exams while in high school that enable them to receive college credit. Approximately 70% of students at UofSC enter with course credit that can be applied to their program of study at UofSC.

There are three ways in which students can enter UofSC with course credit:
1. Advanced Placement Program (AP) courses
2. International Baccalaureate (IB) courses
3. Dual Enrollment courses

Advanced Placement Program (AP)
What is the AP Program?
The AP program offers over 30 college-level courses and exams to high school students. AP courses are developed by a committee of experts including higher education faculty and expert AP teachers and are designed to reflect college-level expectations.

How do students earn AP credit?
After completing an AP course, students are able to take an exam and depending on the score, may receive college credit for equivalent courses.

At UofSC, students must earn a score of "3" or above on the AP exams in order to receive credit for courses. For example, students who take the 'American History' AP exam can receive credit for History 111 with a score of 3 and for History 111 & 112 with a score of 4 or 5. An AP Score document with a complete table of possible AP exam areas, score requirements, and course credit earned is located in the 'Resources' section.

International Baccalaureate Program (IB)
What is the IB program?
IB is an international educational organization that offers four programs for students from primary grades through high school. Students from high schools that offer IB may participate in IB at different levels, ranging from taking a single IB course to earning an IB diploma. To earn an IB diploma, students must complete a two-year program consisting of six courses in specific subject areas and completing final assessments. IB courses are offered in two different levels, standard level and higher level.

How do students earn IB credit?

UofSC only accepts scores from higher level IB courses and students must earn a score of "4" or above on IB exams in order to receive credit for courses. For example, students who take the 'Mathematics' IB exam can receive course credit for Math 141 with a score of 4 and for Math 141 and 142 with a score of 5, 6, or 7. An IB Score document with a complete table of IB exam areas, score requirements, and course credit earned is located in the 'Resources' section.

Dual Enrollment

What is Dual Enrollment Credit?

Students may enroll in and complete college level courses while still enrolled as a high school student. This is known as dual enrollment and most students do this by attending a local university or community college.

How do students earn Dual Enrollment Credit?

Students must have an official transcript sent to UofSC for evaluation and to assign course equivalencies for credit at UofSC.

Advising Students Entering UofSC with Course Credit

What to tell Students about AP, IB and Dual Enrollment Credit

1. Students should have their AP scores sent to the University at the time of their testing.
2. Not all AP/IB scores and/or Dual Enrollment credits will be equivalent to a UofSC course. All will be evaluated and determined accordingly.

Where is student AP and IB score information located?

AP and IB score information can be found in the technology platforms used in advisement at UofSC.

- EAB Navigate: At the bottom of the page, under the 'Class Info' tab.
- Self Service Carolina: By clicking on 'View Test Scores' under the 'Student Information' tab

If you are following along with Level 1, please go to Unit 3, Section 4.

Part 2: Earning Transfer Credits

This section will go into more detail on transfer credits, course equivalency, and transient student status.

Learning Outcomes

1. Describe how UofSC course equivalency for transfer is determined.
2. Identify the three course equivalency tables and when to use each.
3. Review and identify the types of courses that do not have a course equivalency at UofSC.
4. Describe the requirements that must be met to receive credit at UofSC for courses taken at another institution.
5. Define transient student status.

Transfer Credit

What is Transfer Credit?

Transfer credit is often earned when students have completed courses at another institution or have taken AP/IB exams prior to enrolling at UofSC.

How do Students Receive Transfer Credit?
In order for students to receive transfer credit at UofSC for courses taken at another institution, four things must happen:
1. The courses must be taken at a regionally accredited institution.
2. The student must be admitted to UofSC.
3. An official transcript listing the courses and grades must be submitted to UofSC.
4. The courses must be given a UofSC course equivalency.

Course Equivalency
What is a course equivalency?
A course equivalency is the determination of how a transfer course equates to a course at UofSC. In order for students to receive transfer credit at UofSC, the courses must first be evaluated and given a UofSC course equivalency. Equivalency entails equating transfer credit to UofSC coursework, both in hours and content.

How to Find Course Equivalencies
Transfer credit equivalencies can be searched through the **transfer equivalency tables** found on the University Registrar's website. There are three transfer equivalency tables: the Course Equivalency Table, the Institutional Equivalency Table, and the Home-to-Home equivalency table.

1. The **Course Equivalency table** is used to see if the course a student completed or plans to take has transfer equivalents to UofSC courses. Using this table, first select the UofSC system campus to where you would like the credits to transfer. The search can be narrowed by country and state to identify institutions with UofSC course equivalencies. The results page will provide the names of the courses at the other institution and the corresponding UofSC course equivalent.

2. The **Institutional Equivalency table** is used to find the accredited colleges and universities that offer UofSC equivalent courses. Using this table, first select the UofSC course. Then, choose a specific institution to see if they offer an equivalent course.

3. The **Home to Home Equivalency table** is used to find course equivalencies across the four 4-year UofSC system institutions (Aiken, Beaufort, Columbia, & Upstate). Using this table, first select the UofSC campus you want to transfer to. Then select the course for which you want to receive credit.

How to Request a Course Equivalency
If a course is not listed in the transfer equivalency tables, advisors should initiate the following process to have the course evaluated and given UofSC course equivalency.

1. The advisor or student submits the '**Course Evaluation Request Form'** online through the Registrar's website for evaluation.
2. Subject matter experts in the colleges evaluate and equate transfer courses directly to courses in the UofSC course catalog. Subject matter experts review such things as the transfer course description, outcomes, and syllabus to determine if the content equates to a UofSC course.
3. An email is sent to the submitter explaining if and how the course equates to a UofSC course.

How do Courses without UofSC Course Equivalencies Count?

Some transfer courses that do not have a UofSC course equivalency may be used to meet program of study requirements. This requires approval from the college in which the student is enrolled. These courses are identified as 001T or 002T on the transcript indicating that the course is respectively a 100- or 200-level course. Examples of course subject codes that do not have UofSC course equivalencies are:

1. **UNEL** (University Elective Credit): Used for courses that do not fit within a specific UofSC department or content area.
2. **HUMA**: Used for courses that are based in the Humanities.
3. **SSCI**: Used for course that are based in the Social Sciences.
4. **SCIN**: Used for courses that are based in the Natural Sciences.

There are some other transfer courses that do not have a UofSC course equivalency and do not apply toward degree requirements. Transfer credit is not granted for these courses and they will show on the transcript in these three ways:

1. **REME**: Remedial courses are below the first level of courses offered at UofSC. Examples include Developmental Reading or Pre-College Algebra.
2. **TECH**: Technical courses are based in the trades or are vocational in nature. An example is a Welding course from a technical college.
3. **NACC**: No-credit courses are courses taken from a non-accredited university.

Courses coded as **TRAN SFER** have been received and are in the queue to be evaluated by the Registrar's office before being posted to the student's transcript.

How to Advise New Transfer Students

You may advise new transfer students who are unsure about how transfer credit is applied at UofSC. Until the transfer transcript has been articulated, the students' transfer credit equivalencies do not show up in Degree Works, Navigate, or Self Service Carolina.

If the student's transfer transcript has not yet been articulated or courses are being evaluated, take the following steps in advisement:

1. Utilize the transfer equivalency tables to identify equivalent UofSC courses.
2. Develop a list of potential courses to take according to if the transfer courses do or do not equate as planned.
3. Record the recommended course schedule and additional notes in DegreeWorks.

Contact the Assistant Director of Transfer Advising with questions about transfer students' DegreeWorks audits.

Transient Student Status

What is Transient Student Status?

Transient student status is given to students who take courses at another institution while enrolled at UofSC-Columbia. A common example is students who take classes at an institution near their home during the summer. Advisors should be familiar with their college's process of approving transient student requests.

How to Advise Students for Transient Coursework

If a student is planning to take coursework as a transient student, take the following steps during advisement:

1. Utilize the transfer equivalency table to identify equivalent UofSC courses needed to fulfill degree requirements.
2. Complete the 'Special Enrollment Request Form' found on the Registrar's website, obtain required signatures, and submit to the Registrar's Office. This form is used to document approved courses & how the credit will apply to the student's program of study.
3. Record the courses identified to take and UofSC course equivalencies in DegreeWorks and upload the signed form to Navigate.

Two additional things that students need to know are:

1. Students must earn a grade a 'C' or higher to receive UofSC course credit. Note that the student's academic program at UofSC may require a higher grade to meet degree requirements.
2. Students must request an official transcript from the institution where the course was taken be sent to UofSC's Registrar's Office for the transfer credit to be applied.

Future Changes to Know

Please note that after Fall 2017 transfer grade points and GPAs will no longer appear on the UofSC record for all newly admitted and readmitted students who bring in transfer credit. Transfer course equivalencies, grades, attempted hours, and earned hours will appear on students' advising transcript in Self Service Carolina, while only earned transfer credit will appear on the official transcript.

Part 3: Study Abroad Credit

This section will cover Study Abroad as it directly relates to academics and your role as an academic advisor. More information about the Study Abroad program and opportunities will be covered in this level in Module #5 – Campus Resources.

Learning Outcomes

1. Explain why students studying abroad should be advised to take Carolina Core courses.
2. Identify the form that students planning to study abroad must complete and have signed by their academic advisor and college approver prior to submission to the Study Abroad Office.
3. Identify the tables found on the Registrar's website that should be used to find courses and calculate the UofSC credit earned for each course taken abroad.
4. Describe how study abroad coursework will be evaluated and appear on the UofSC transcript.

How to Advise Students for Study Abroad

It is important for students to start planning for study abroad one year in advance. Refer interested students to the Study Abroad Office to learn more about program options and for initial Study Abroad planning. Once students know where they want to study, their academic advisors will help them plan the courses to take while abroad.

Foreign institutions may not offer the student's major courses, so advise them to save some Carolina Core courses to take abroad. Equivalencies for these courses are most likely offered at universities abroad.

Students will meet with you to compete the 'Study Abroad Approval Form'. This required form identifies the courses to be taken abroad, UofSC course equivalencies, and credit earned. To complete

the form, use the Transfer Equivalency Tables found on the Registrar's website. The tables you will use are:

1. 'Institutional Equivalency Table' – Use the 'Institutional Equivalency Table' to identify equivalent courses offered at foreign institutions.

2. 'International Credit Conversion Table' – Use the 'International Credit Conversion' table to calculate UofSC credit earned for each course. Every country has a different interpretation of a credit hour, therefore courses must be evaluated to determine the credits earned by UofSC standards.

The completed 'Study Abroad Approval Form' must be signed by the student, the Academic Advisor, and College approver prior to being submitted to the Study Abroad Office.

It is recommended that you enter the course information provided on the 'Study Abroad Approval Form' into DegreeWorks notes for future reference.

What to tell Students about Academics and Study Abroad
1. Students should be encouraged to not change their course schedule while abroad. Students should contact you to get approval to change courses and have an updated 'Study Abroad Approval Form' submitted to the Study Abroad Office.

2. Students studying abroad are enrolled in the INTL placeholder course. This allows students to maintain their active student status without having to reapply for admission upon return to UofSC.

3. Students need to request their transcript be sent from their study abroad institution directly to the UofSC Study Abroad Office. If the institution sends a U.S. transcript, it will be evaluated in the same way as domestic transfer work. This means the letter grades earned abroad will show on the UofSC transcript. If a foreign transcript is sent, the work will be evaluated on the grading scale of the institution and grades will show on the UofSC transcript as Pass/Fail.

If you are following along with Level 2, please go to Unit 2, section 6.

Section 4: Placement Testing

Part 1: Foreign Language Placement Test
This section provides detailed information about taking foreign language courses at UofSC and the foreign language placement exam.

Learning Outcomes
1. Describe the purpose of the Foreign Language Placement exam.
2. Explain who has to take the Foreign Language Placement exam.
3. Explain how to view Foreign Language Placement exam scores.

Taking Foreign Language Courses at UofSC
Many students will need to take foreign language courses to meet the Global Foreign Language (GFL) component for the Carolina Core and the requirements of their program of study.

A listing of GFL requirements for each College can be found on the Foreign Language Placement Testing website.

Foreign Language Placement Exam
What is the Foreign Language Placement Exam?
The foreign language placement (FLP) exam is an assessment that gauges a student's foreign language proficiency and the most appropriate course level that a student is prepared to take. The Department of Languages, Literatures, and Cultures manages FLP exams.

Foreign language placement exams are taken in person, on campus and are offered for 11 different languages. The format of the exams varies by language. Students who wish to meet the foreign language requirement in a different language should contact the Placement Director.

Who has to take the Foreign Language Placement Exam?
Most students who need to take a foreign language course at UofSC to meet program of study requirements will take the FLP exam. The FLP exam website provides a resource with a series of questions to help determine whether or not a student needs to take the FLP exam.

There are specific situations where a student will not have to take the FLP exam. These situations include:
1. The student has received AP/IB scores or transfer credit to earn foreign language course credit at UofSC.
2. The student wants to take a language not previously studied in high school or college.
3. The student last took a foreign language course in high school or college five or more years ago.

Students who want to study a new language or it has been over five years since last taking a foreign language course, may submit the online 'Placement Exemption Form' to receive approval to register for an introductory level course.

Taking the Foreign Language Placement Exam
New freshman and transfer students are encouraged to take the FLP exam prior to attending Orientation. FLP exams are offered the day prior to every Summer Orientation session for new incoming

students only. Additionally, placement tests are offered a few days before the beginning of each semester and again at least twice a month during the semester for both current and incoming students. Students must register online for an available time to take the FLP exam.

Students are only allowed to take the FLP exam one time for a specific language. There are two specific circumstances where a student is allowed to retake a FLP exam. These circumstances are:
1. If a period of five years or more has passed since the student last took the FLP exam.
2. If the student studied abroad and wishes to demonstrate their increase in proficiency in order to meet their program of study's foreign language requirements.

What Foreign Language Placement Exam scores are needed to enroll in courses?
FLP exam scores determine the course level at which a student may enroll. Students must take the level of the course in which they have placed and are not permitted to enroll in a higher or lower level course. Please take a moment to review the FLP placement score table to see the placement test scores and course eligibility for each language.

You may meet with a student who believes they were placed into a course level incorrectly. In this situation, it is recommended that students do the following:
1. Enroll in and attempt the course in which they were placed.
2. Speak to the professor about course placement concerns.
3. Request that the professor evaluate language proficiency. If the professor recommends a new placement, the placement score will be changed to allow the student to register for a more appropriate level course.

How to view Foreign Language Placement Exam scores
FLP exam scores are uploaded into student information systems and can be viewed in Self Service Carolina and EAB Navigate. View scores in each system here:
- EAB Navigate: At the bottom of the page, under the 'Class Info' tab.
- Self Service Carolina: By clicking on 'Test Scores' on the Student Profile page.

Advising Students for the Foreign Language Placement Exam
How to advise students for the Foreign Language Placement Exam
When advising students for the FLP exam, the following recommendations from the Department of Languages Literatures and Cultures are important to know and tell students:
1. Try to do well on the FLP exam. Students can satisfy program of study foreign language requirements by getting a certain score of the FLP exam. Also, students who place in and complete higher-level foreign language courses with a grade of 'B' or higher may apply for back-credit for the exempted lower-level courses. The form to apply for back-credit is available at the Foreign Language Placement office. Please check the 'Resources' section for a copy of this form.
2. Take the FLP exam for the language studied in high school. Do this even if they want to study a new language. Students who begin a new language in college often change their mind and decide to take courses in the language they studied in high school. If the student has already taken the FLP exam for the language they studied in high school, they will be able to enroll in the language course they placed into at any point.

Part 2: Math Placement Test
This section provides detailed information about taking MATH courses at UofSC and the Math Placement Test.

Learning Outcomes
1. Identify the three ways to meet MATH course prerequisites.
2. Describe the two versions of the Math Placement Test
3. Explain how to view Math Placement Test scores

Taking MATH Courses at UofSC

Many students will need to complete a MATH course to meet the Analytical Reasoning and Problem Solving (ARP) component for the Carolina Core and the requirements of their program of study.

Prior to enrolling in any MATH course at UofSC, students must first meet the course prerequisite. Course prerequisites may be met through the following:
1. MATH transfer credit with a grade of 'C' or better
2. AP/IB/CLEP scores
3. Math Placement Test scores

A listing of MATH prerequisites can be found on the Math Department website or in the most recent Math Placement Test brochure. Links to both can be found in the resources folder for this module.

Note: Not all students will have to take a MATH courses to meet program of study requirements. Refer to Major Maps to identify Carolina Core ARP and MATH requirements for specific programs of study.

Advising Students for MATH Courses

How to advise students expecting to receive MATH credit

For students who are expecting to receive MATH transfer credit or AP/IB/CLEP scores that meet MATH prerequisites and that information has not yet been received by UofSC, the following actions may be taken:
1. Take the Math Placement Test (MPT) and enroll in an appropriate MATH course. The results of the MPT will not impact any credit earned through transfer courses or AP/IB/CLEP exams.
2. Submit the 'Department of Mathematics' Temporary Prerequisite Override Request Form' for access to enroll in the course for which they expect to meet prerequisite requirements.
3. Wait for the credit/scores to be processed by the University and enroll in appropriate MATH courses as needed. Note: Students should know that by waiting courses may not be available.

Students who take the MPT or submit the override request form will at least be able to enroll in a needed MATH course. Schedule adjustments can be made, if necessary, once the transfer credit/scores are processed.

Math Placement Test

What is the Math Placement Test?

The Math Placement Test (MPT) is a 90-minute, multiple-choice test taken online. The MPT gauges how a student's math skills translate to the collegiate MATH courses at UofSC. Students are placed into the most appropriate level MATH course based on test performance.

There are two versions of the MPT that students may take based on their program of study course requirements. The two versions are:
1. Pre-Calculus Placement Test covering pre-Calculus and Trigonometry
2. Algebra Placement Test covering basic high school Algebra II

Who has to take the Math Placement Test?
Students who plan to enroll in a MATH course at UofSC and have not met the course prerequisite through transfer credit or AP/IB/CLEP scores will take the MPT.

When should the Math Placement Test be taken?
New freshman and transfer students who plan to enroll in a MATH course right away should take the MPT at least three weeks prior to Orientation.

The Math Department recommends that students take the MPT no earlier than four months prior to enrolling in the relevant MATH course. This helps assure students are placed in an appropriate level MATH course as their math skill level is assessed near the time they will be taking the course.

What version of the Math Placement Test should a student take?
Students should take a specific version of the MPT based on their program of study and required MATH course(s). The rule of thumb is:
- If your program requires **only** MATH 141, take the Pre-Calculus version of the MPT
- If your program requires **only** MATH 122, take the Algebra version of the MPT
- If your program allows you to **choose** between MATH 141 and MATH 122 and you undecided as to which course to take, take both versions of the MPT.

What Math Placement Test scores are needed to enroll in MATH courses?
Students may score within a specific range on the MPT to meet the prerequisite and enroll in a MATH course. Please take a moment to review the MPT 'Required Scores' table to see the test version and scores needed for the different MATH courses.

A listing of MATH courses and the corresponding Math Placement Test score range for placement into a course can be found on the Math Department website or in the most recent Math Placement Test brochure. Links to both can be found in the resources folder for this module.

Taking the Math Placement Test
Students take the MPT online and test results are displayed upon submission. Test questions are chosen randomly from a test bank so that each student's test is different.

Students may retake the MPT if needed. The following three things are important to know about the retaking the MPT:
1. Each version of the MPT may be taken up to three times.
2. Students must wait at least seven days before retaking the same version of the MPT. The questions are different each time the test is taken.
3. Once the test is over, students can identify which topics they missed. The system provides resources to aid in the preparation for those topics prior to retaking the MPT.

Note: The Registrar's office uses the highest test score to determine MATH course access for registration.

How to view Math Placement Test scores
Math Placement Test scores are uploaded into student information systems and can be viewed in Self Service Carolina and EAB Navigate. View scores in each system here:

- EAB Navigate: At the bottom of the page, under the 'Class Info' tab.
- Self Service Carolina: By clicking on 'Test Scores' on the Student Profile page.

Advising Students for the Math Placement Test

How to advise students for the Math Placement Test

When advising for the Math Placement Test, the following is important to know and tell students:

1. Review the program of study requirements and to identify the version of the MPT that should be taken.
2. Utilize the practice tests available on the Math Department website to prepare for the MPT.
3. MPT scores should show in student information systems within 2-3 business days.

If you are following along with Level 1, please go to Unit 4, Section 2.

Section 5: Change of Major Policies and Procedures

This section will cover the policies and processes for change of major.

Learning Outcomes
1. Describe the process required for a student to officially change majors.
2. Explain the difference between an "internal" major change and an "external" major change.
3. Identify the time frame in which change of major requests are processed when submitted after the drop/add deadline.

As discussed in a previous module, nearly 80% of college students change their major at least once and on average, students change their major at least three times while in college. Because of this, it is very important to understand the change of major processes and how to advise students on change of major. The change of major process is different for new students and continuing students. We will take an in-depth look at each now.

Change of Major for New Students
How do New Students Change Majors?
In most cases, new students can change their major up to the course drop/add deadline of their first semester at UofSC provided the department is accepting new students and they meet any department entry requirements. New transfer students must also meet any program GPA and course completion requirements.

New student major change requests are processed by the Admissions Office. The process for changing majors is different depending on when the request is made. We will describe this now:

- Prior to Orientation, new students call the Admissions Office to have the change of major processed.

- At Orientation, new students complete a form prior to being advised. Students are then advised for fall courses by the new college. Nearly 500 (7%) newly enrolled students changed majors during summer 2016 Orientation sessions.

- Between Orientation and the drop/add deadline, new students call the Admissions Office to have the change of major processed.

- After the drop/add deadline of their first semester, new students follow the same process as other continuing students for changing majors. We will discuss this process now.

Change of Major for Continuing Students
How do Continuing Students Change Majors?
Several factors are taken into consideration that influence how, if, and when students can change majors at UofSC. Three important factors for advisors to know are:
1. Internal and External Major Changes
2. Program Academic Requirements
3. Program Admission Processes

We will discuss each in more detail now:

1. The first consideration is whether the major change is internal or external. Internal major changes take place within the college. For example, a student who wants to change their major from Biology to Sociology would be considered an internal major change since both majors are within the College of Arts & Sciences. Internal major changes are generally handled within the college and advisors should follow the process set out by the college.

   External major changes take place between colleges. For example, a student who wants to change their major from Biology to Exercise Science would be considered an external major change since the majors are in different colleges. External major change students should be referred to Major Change Advising in the University Advising Center for support with this process.

2. The second consideration are the specific academic requirements that must be met before students can change into their new intended major. Academic requirements vary by the program and may include:
   - Minimum GPA – this could include a minimum UofSC Institutional GPA and Overall GPA
   - Minimum credit hours earned at UofSC
   - Completion of specific courses

   For example, the School of Public Health requires change of major students have a minimum 2.75 Overall GPA and 12 credit hours earned at UofSC. The School of Business requires a minimum 3.0 UofSC GPA, 15 credit hours earned at UofSC, and completion of MATH 122 or 141 with a grade of "C" or better.

3. The third consideration are the program admission processes including deadlines and required applications, workshops, or auditions for acceptance into the new major. For example, students wishing to change into the College of Nursing must attend a workshop by October 1st in the fall semester and March 1st in the spring semester. Major change workshops provide students with important information about the program and requirements so students know what to expect and make intentional major change decisions.

A reference sheet with the change of major requirements for all colleges can be found in the resources folder for this module.

What is the Process for Changing Majors?
To officially change majors, students need to do the following:
1. Have the 'Change of College Form' completed and signed off on by the new college. This form can be found in the resources folder for this section.
2. Have the online 'Curriculum Change Form' submitted by the new college to the Registrar's Office for processing. Some academic advisors have the responsibility of approving major change requests and submitting the curriculum change form. We will cover how to process curriculum changes in this level in Unit 4 – Advising Technology.

Note that 'Curriculum Change Forms' for major changes received after the drop/add deadline will not take effect until the following term. This means that students who complete major change requirements in the fall will not officially be in the new major until the spring. When the curriculum change is processed, Self Service Carolina and DegreeWorks may display the new major; however, the official record change will not take effect until the new semester.

More Information about change of major and the support provided through Major Change Advising will be covered in this level in Unit 5 – Campus Resources.

Section 6: Scholarships

This section will introduce the common scholarships UofSC students receive.

Learning Outcomes
1. Identify when scholarship eligibility is evaluated to retain funding.
2. Identify the academic standards a student must meet to maintain eligibility for general University scholarships.
3. Understand the differences between the three South Carolina state scholarships – HOPE, LIFE, and Palmetto Fellows.
4. Identify the number of semesters a student may receive a South Carolina state scholarship.

While you are not expected to know all of the details about scholarships, it is important to have a general understanding of the common scholarships and how students maintain scholarship funding.

What are the common scholarships at UofSC?
Common scholarships awarded at UofSC include general university scholarships, departmental scholarships, South Carolina state scholarships, and non-university scholarships.

In the 2015-16 academic year, over 19,000 scholarships totaling more than $114 million dollars were awarded to students at UofSC. This amount is an increase of nearly 30% from the 2010-2011 academic year. As the cost of tuition continues to increase, receiving and maintaining scholarship funding has become even more important for students to be able to fund their education at UofSC.

Three important things to know about scholarships are:
1. Most scholarships have academic requirements such as a minimum GPA requirement and are awarded for up to a certain number of semesters.
2. Scholarships are awarded for the full academic year. Students do not lose scholarship funding after the fall semester if they are not meeting academic requirements. Eligibility for the next academic year is determined at the end of the spring semester, or at the end of the summer semester for those students who take summer classes.
3. Refer students to campus partners such as the Office of Student Financial Aid & Scholarships or the Financial Literacy Program in the Student Success Center for additional scholarship information and to learn about alternative funding sources for their education.

We will briefly review each type of scholarship. Additional information about scholarships can be found in the resources folder for this module.

General University Scholarships
What are General University Scholarships?
General university scholarships are awarded to incoming freshman each year by the Office of Undergraduate Admissions. Many of these scholarships include an award and, for out-of-state-students, a reduction in tuition.

Three important facts for advisors to know about general university scholarships are:
1. Students must have a 3.0 Institutional GPA and enroll in at least 12 hours each semester in order to maintain general university scholarships eligibility.

2. If a student takes summer courses to meet the Institutional GPA requirements, those classes must be taken at a UofSC-system campus.
3. Students who do not meet the academic requirements to maintain their scholarship by the end of the summer semester will lose their scholarship award. General university scholarships cannot be regained after they are lost.

Departmental Scholarships
<u>What are Departmental Scholarships?</u>
Departmental scholarships are awarded by colleges and departments to students who are enrolled in their programs. You are encouraged to become familiar with and tell students about scholarships that are provided by the college or department where you advise. A searchable database of departmental scholarships can be found on the Office of Student Financial Aid & Scholarships website.

South Carolina State Scholarships
<u>What are South Carolina State Scholarships?</u>
The state of South Carolina has three lottery-based scholarship programs that in-state residents may receive. 98% of South Carolina residents who attend an in-state higher education institution receive one of these scholarships.

The three SC scholarships are the Palmetto Fellows, LIFE, and HOPE. Students can only receive funding from one of these three programs in any academic year.

We will briefly discuss each scholarship now and more information will be provided in later training modules.

Scholarship Name	Award Amount
Palmetto Fellows	$6700 (First-year) & $7500 (after first-year)
LIFE	$5000
HOPE (First-year students only)	$2800

The Palmetto Fellows Scholarship is the most prestigious South Carolina state scholarship. Students awarded this scholarship receive $6700 in their first-year and $7500 for each year after.

The LIFE scholarship is the state scholarship for which most UofSC students qualify. Students awarded this scholarship receive $5000 each year.

Students must maintain a 3.0 GPA and earn 30 credit hours each academic year (Fall, Spring, Summer) to continue receiving the Palmetto Fellows and Life Scholarships.

The Hope Scholarship is awarded to first-time freshmen who do not qualify for the LIFE or Palmetto Fellows Scholarships. Students who earn 30 credit hours and a 3.0 GPA at the end of the first academic year, are then eligible to receive the LIFE Scholarship.

Three important things to know about the state scholarships are:
1. **Scholarship Enhancement** - After the first year, students who receive the Palmetto Fellows or LIFE Scholarships may be eligible for a $2500 scholarship enhancement. To receive this enhancement, students must declare an approved math or science major and earn at least 14

credit hours in math and/or science classes by the end of their freshman year. A link to the list of approved majors at UofSC can be found in the resources section for this module.

2. **Duration of Funding** - State Scholarship funding is for up to eight consecutive semesters. Summer classes may be funded by State Scholarship monies. Students who use this scholarship in the summer should take a full semester of credit hours as it will count for one of the eight semesters of funding.

3. **Losing & Regaining Funding** – students who fail to meet the GPA and credit hours requirement will lose state scholarship funding. Palmetto Fellows scholarships may not be regained once eligibility is lost. The LIFE scholarship may be regained after one academic year by meeting the 3.0 GPA and credit hour requirements for number of semesters attended.

Non-University Scholarships
What are Non-University Scholarships?
Non-University scholarships are funded by businesses, organizations, groups, or individuals. Non-University Scholarships can be based on criteria such as academic merit, financial need, community service, area of study, organizational affiliation, place of residence, employment, and ethnic or religious background.

If you are following along with Level 2, please go to Unit 4, section 2 – Processing Curriculum Changes

Section 7: Accelerated Study Plans

This section provides information about accelerated study plans.

Learning Outcomes
1. Identify the undergraduate degrees with accelerated study plan options.
2. Describe the steps students should take to pursue a degree with an accelerated study plan option.

Accelerated Study Plans

What are Accelerated Study Plans?

Accelerated study plans allow for undergraduate degree completion in less than four years. Students following an accelerated study plan take courses full-time in the Fall, Spring, and Summer semesters. As of Fall 2018, these are the eligible three-year undergraduate academic programs:

Three Things to Know about Accelerated Study Plans are:
1. Each program has an assigned contact. You can find the contact information listed next to the individual degree programs on the On Your Time Initiatives website.
2. Students are assigned an advisor for their program to help them stay on track to complete their degree within the accelerated time frame.
3. Major maps for accelerated study plans are available beginning with the 2018-2019 academic year.

Advising Students Interested in Accelerated Study Plans

Students are encouraged to start their accelerated study plan in the first year. Students who are interested in completing their degree in an accelerated time frame should do the following:
1. Submit the 'Accelerated Study Plan' interest form found on the University Advising Center's website. This information is shared with the First-Year Advisor and the office of On Your Time Initiatives.
2. Review the major map for their accelerated study plan to understand the course and schedule requirements.
3. Begin following the accelerated study plan by the second semester to complete the program of study in the three-year time frame.

If you are following along with Level 3, please go to Unit 3, section 8

Section 8: Graduation with Leadership Distinction

This section provides detailed information about Graduation with Leadership Distinction.

Learning Outcomes
1. Identify the **five pathways** for earning GLD
2. Describe the **six requirements** that must be met to earn GLD
3. Describe how to search and identify GLD pathway approved courses

Graduation with Leadership Distinction
What is Graduation with Leadership Distinction?
Graduation with Leadership Distinction (GLD) is part of UofSC Connect, the comprehensive initiative that supports students in making the most of their education by integrating learning within and beyond the classroom. GLD is a formal distinction that students may earn by demonstrating the following:

- Extensive, purposeful engagement beyond the classroom
- Understanding of course concepts in "real world" settings
- Application of learning to make decisions and solve problems

To complete this section of Module #3, Academic Programs & Requirements, you will need to watch two videos created by UofSC Connect. The video links can be found on Blackboard in the folder for this section.

The two videos you will watch are:
1. **"Thinking about GLD?"** featuring President Pastides and GLD graduates.
2. **"GLD Orientation"** informational orientation video for students who are interested in pursuing GLD.

These videos will provide you with important information about GLD that will help you when advising students who may be eligible to pursue the distinction.

Identifying GLD Courses
How to identify GLD approved courses
Approved GLD courses are most easily identified through the UofSC Connect website. The website provides searchable tables for each GLD pathway that shows approved courses. Advisors should become familiar with this website and show students how it can be used as a resource when planning their course schedule.

Approved GLD courses can also be identified in the following ways:
1. Undergraduate Studies Bulletin – approved GLD courses are identified in the 'Notes' area of the course description.

2. Self Service Carolina – approved GLD courses are identified in the course section 'Attribute' field when using the course search function.

Three things to note related to GLD courses are:
1. Students are encouraged to select a GLD pathway based on their area of interest rather than the GLD course lists.
2. Students are strongly encouraged to enroll in a section of UNIV 401: Graduation with Leadership Distinction. This one-credit course provides guidance on the completion of the required ePortfolio. Students who take UNIV 401 are much more likely to complete GLD than students who attempt to complete the ePortfolio independently. Students can take UNIV 401 once they have completed 75% of their beyond the classroom experience.
3. Refer students to the UofSC Connect Office to speak with a GLD advisor for additional details related to required courses.

GLD and DegreeWorks

How does GLD information appear in DegreeWorks?

For students who have started their GLD Experience Record and Application, information related to GLD will appear in DegreeWorks in the following ways:
1. The GLD pathway(s) will appear in the heading (under "Special").
2. The specific GLD pathway requirements are listed at the end of the record. Note: Typically, most requirements are not checked off until verification is complete (which can be close to or

after graduation). An incomplete DegreeWorks block related to GLD will not interfere with a student's ability to graduate.

Advising Students for GLD

What to tell students about Graduation with Leadership Distinction

Students are encouraged to begin planning engagement experiences that could lead to GLD early in their time at UofSC. Six key things to tell students about GLD are:

1. **GLD sets you apart** and prepares you to articulate what you know and can do (important to job and graduate school interviews and applications).
2. To begin the process**, complete the GLD Orientation** and carefully review the information on the GLD website.

3. Beyond the classroom experiences that count toward GLD can be found in the **UofSC Connect Database.**
4. Document your experiences. **Save papers and projects** from courses related to your pathway and anything you create as you engage in experiences. This will be helpful in creating your ePortfolio.
5. For seniors, stay attuned to **GLD application deadlines**. These can be the same or slightly earlier than graduation application deadlines.
6. **The GLD ePortfolio is an extensive project** and represents your work and learning. Plan for time to focus on this project.

Further information related to GLD is available through the UofSC Connect office. Advisors should refer students to make an appointment with a GLD advisor.

If you are following along with Level 3, please go to Unit 3, section 9

Section 9: Academic Common Market

This section provides detailed information about Academic Common Market at the University of South Carolina.

Learning Outcomes
1. Identify eligibility requirements of the Academic Common Market Program.
2. Explain the steps for applying & remaining eligible for the Academic Common Market Program.
3. Describe what financial implications are with the Academic Common Market Program.

Academic Common Market

What is Academic Common Market?

The Southern Regional Education Board (SREB) Academic Common Market (ACM) is a program that allows out-of-state students to pursue an eligible program of study at UofSC at a reduced tuition rate. Eligible programs of study are determined by the student's home state. Specific institutions in 15 states, including South Carolina, participate in ACM. Once approved for ACM, students receive a tuition credit equal to the difference between resident and non-resident tuition.

What are the ACM eligible degree programs at UofSC?

ACM eligible degree programs at UofSC vary according to the student's home state of residence. Students may search for eligible programs at UofSC using the 'ACM-Eligible Programs' table on UofSC's ACM website or the main Southern Regional Educational Board (SREB) 'ACM program inventory' on the SREB website.

For example, UofSC offers four ACM eligible bachelor's degree programs for students from Tennessee.

Approximately 1,300 undergraduate students participate in ACM at UofSC. The most common ACM programs are Risk Management & Insurance in the School of Business and Sport & Entertainment Management in the College of Hospitality, Retail, and Sport Management.

Participation in Academic Common Market

How do students participate in ACM at UofSC?

To participate in ACM at UofSC, students must complete specific steps with both UofSC and their home state ACM office.   Admitted or currently enrolled students must complete the following steps for ACM participation:

1. Declare the ACM-eligible major and/or concentration (if applicable)
2. Request a letter confirming their major through the UofSC ACM office's website
3. Complete the ACM application process through their home state
4. Register for full-time courses at UofSC
5. Receive ACM Certification & UofSC ACM Approval

Students are notified of ACM approval via email.

Two additional things to know about ACM participation are:

1. There are specific semester deadlines that must be met to receive ACM. Some states have application deadlines and UofSC has a deadline by which ACM Certifications must be received. Certifications received after UofSC's ACM deadline will not be processed or approved.
2. The ACM tuition credit will show on the student's bill 24 hours after bills are initially posted in Self Service Carolina. Students will not see the ACM credit immediately.

How do students maintain ACM Certification?

To maintain ACM Certification students must do the following:

1. **Continue enrollment in the ACM approved program of study.** Changing majors and in some cases changing a major concentration will result in loss of ACM. This includes choosing to change majors or having to change majors for not meeting progression standards. Additional information about changing majors and ACM is covered later in this unit.

2. **Enroll as a full-time student with at least 12 credit hours each fall and spring semester.** There are specific circumstances where a student may enroll in fewer than 12 hours and maintain ACM. Prior approval from the ACM office is required. These circumstances include:
   - The student is registered with the Student Disability Resource Center and has a reduced course load accommodation.
   - The student is taking summer classes at UofSC-Columbia. Courses may be taken online as long as it is offered through UofSC-Columbia. Students may receive the ACM tuition reduction based on non-resident part-time rates in the summer.
   - The student is in their final semester and needs fewer than 12 credit hours to graduate.

3. **Remain continually enrolled at UofSC-Columbia during the fall and spring semesters.** Students who take a major semester off will lose ACM. There are specific circumstances where a student may maintain ACM if not enrolled at UofSC-Columbia. Approval and communication with the ACM office is required. These circumstances include:
   - Students who need to withdraw from UofSC for documented medical, mental health, or other personal emergency may maintain ACM with approval from the ACM office. Note: Students who withdraw after the WF deadline must petition & receive hardship withdrawal to maintain ACM.
   - Students who participate in Study Abroad. The ACM tuition credit is not effective during the semester the student is abroad.

4. **Maintain legal residency in the ACM certifying state.**

How to view the Academic Common Market student designator
Two ways to view in the student information systems if a student receives ACM are:
1. EAB Navigate – on the 'Student Profile' under the 'Category' section
2. Self Service Carolina – on the curriculum change screen under 'Attributes'. The student attribute is listed as '3ACM'

Academic Common Market & Changing Majors
What will happen if a student with ACM changes majors?
In addition to losing the ACM tuition credit, students who change majors may have to pay back that tuition credit for the semester.

The free drop/add period deadline is extremely important for students with ACM who change majors. Two things to know about this in relation to ACM are:
- Students who request a major change before the drop/add deadline will owe back the amount of the tuition reduction. Note: the online Curriculum Change form is processed before the drop/add deadline.
- Students who request a major change after the drop/add deadline will lose ACM for future semesters.

Advising ACM students for major change
When advising an ACM student who wants to change their major, the following should be done:
1. ACM students changing to a major in a different college:
   - Review the consequences of changing in relation to ACM
   - Refer them to Major Change Advising in the University Advising Center
   - Refer them to the UofSC ACM Office
2. ACM students changing to a major within their current college
   - Review the consequences of changing in relation to ACM
   - If meeting with the student between the billing date and drop/add deadline, explain that they will be responsible for repayment of the full tuition reduction. Contact the UofSC ACM Office prior to processing the curriculum change in Self Service Carolina.
   - If meeting with the student after the drop/add deadline, request the change be made for the future semester. Explain to the student that they will not owe back the tuition reduction amount, but will lose ACM for the future semester. Refer the student to the UofSC ACM Office for additional information.
   - Complete the ['Academic Common Market Form'](#) found on the Registrar's website.

Three additional things to know about Academic Common Market are:
1. ACM is not merit-based and participation is not capped at a certain number. Eligibility is based on home state residency and proof of enrollment in an eligible program.
2. There are graduate level programs at UofSC that are included in ACM. Students from ACM states who are planning to go to grad school should see if their program of interest is included in ACM.
3. If the student's home state discontinues ACM for their program, UofSC will allow for the same tuition reduction as long as the student continues to meet ACM requirements.

4. Beginning in the Fall 2019 semester, ACM students CANNOT double major and/or dual degree if the second program of study is not also an ACM eligible program for their state. Students who entered before Fall 2019 and had second majors or degrees prior to the start of the Fall 2019 term will be allowed to keep them and receive ACM tuition as long as the ACM eligible major remains the primary major.

If you are following along with Level 3, please go to Unit 3, section 10

Section 10: Undergraduate Studies

This section provides information about the Undergraduate Studies program.

Learning Outcomes
1. Describe the purpose of Undergraduate Studies.
2. Identify the reasons students may be enrolled in Undergraduate Studies.
3. Explain the two ways a student may be enrolled in Undergraduate Studies.

Undergraduate Studies
What is Undergraduate Studies?
The Undergraduate Studies program functions as a retention initiative for the University. Students transitioning between majors may be enrolled in Undergraduate Studies for a variety of reasons including not meeting major progression or entry requirements and major undecidedness. The purpose of Undergraduate Studies is to help students identify an intended major, provide support as they work to meet new major entry requirements, and ensure they are on track for timely degree completion.

The Undergraduate Studies program is housed the University Advising Center. Students enrolled in Undergraduate Studies are assigned to the Undeclared major in Undergraduate Studies. It is not a degree granting program, therefore students must declare a major in an academic college to graduate from UofSC.

Undergraduate Studies Enrollment
Why are students enrolled in Undergraduate Studies?
Students are good candidates for the program when they are at a high level of academic-risk, and a high level of major undecidedness. Students may be enrolled in Undergraduate Studies for the following reasons:
1. The student is dismissed from their major for not meeting progression requirements and either does not meet entry requirements for their new desired major or are unsure of what major to pursue.
2. The student wants to change their major and either does not meet entry requirements for their new desired major or are unsure of what major to pursue.

How are students enrolled in Undergraduate Studies?
Students may be enrolled in Undergraduate Studies in the following two ways:
1. Colleges send a list of students who do not meet progression requirements and need to be reassigned to Undergraduate Studies. This usually happens before the drop/add deadline each semester.
2. The student requests to be reassigned to Undergraduate Studies by having their advisor submit the 'Request for Dismissal into Undergraduate Studies' form found on the University Advising Center website. Academic Advisor and College approval is required.

Request for Reassignment to Undergraduate Studies

This form is a request for a student to be reassigned from their current college into Undeclared in Undergraduate Studies. This form must be submitted by an academic advisor in its entirety to ensure accurate and timely reassignment.

Current College

Requested Effective Term of Reassignment to Undergraduate Studies

Student Information

Student Name

First   Last

Student Email

Student USC ID (example: X12345678)

Date

☐ / ☐ / ☐

MM   DD   YYYY

What happens while a student is enrolled in Undergraduate Studies?
Students are assigned an Undergraduate Studies Advisor in the University Advising Center and are expected to meet 2-3 times per semester while in the program.

The intended timeframe for a student to be enrolled in Undergraduate Studies is two semesters. However, under specific circumstances, students may continue enrollment for a third semester.

Two circumstances that would allow a student to remain in Undergraduate Studies for a third semester are:
1. The student is very close to the GPA required for their intended major and is on track meet that requirement after the third semester.
2. The student's Total Institutional GPA is less than a 2.0, but they meet academic standards to continue on probation and avoid suspension. The student may not change majors with less than a 2.0 GPA and must continue enrollment in Undergraduate Studies.

Continuing on Academic Probation

Any student who is on probation at the beginning of a fall or spring semester must achieve a certain Total Institutional GPA at the end of that semester in order to avoid suspension. A student may also continue on probation and avoid suspension if the semester grade point average is 2.50 or greater. Standards for continuing on probation are based on the cumulative grade hours the student has attempted at USC. The chart below shows the grade point averages required in order to avoid suspension.

Probation Chart

Total Institutional GPA Hours	Placed on probation	Continue on probation (avoid suspension)	Removed from probation
12-35	below 2.00 Total Institutional GPA	1.500 or higher Total Institutional GPA	2.00 or higher Total Institutional GPA
36-71	below 2.00 Total Institutional GPA	1.800 or higher Total Institutional GPA	2.00 or higher Total Institutional GPA
72+	below 2.00 Total Institutional GPA	only with semester reprieve (see below) or by college petition	2.00 or higher Total Institutional GPA
SEMESTER REPRIEVE: Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term grade point average is 2.50 or greater.			

Note: If a student participates in the Academic Common Market, they will lose the ACM tuition reduction once they are reassigned to Undergraduate Studies.

If you are following along with Level 3, please go to Unit 3, section 11

Section 11: International Accelerator Program (IAP)

This section provides detailed information about the International Accelerator Program at UofSC.

Learning Outcomes
1. Describe the purpose and objective of the International Accelerator Program.
2. Identify the requirements for IAP students to become degree-seeking at the end of the program.
3. Identify the three tracks in which students who apply through the International Direct process may be placed.
4. Identify the courses IAP students may take while in the program.

International Accelerator Program
What is the International Accelerator Program?
The International Accelerator Program (IAP) provides a pathway for international students to enter and earn a degree from UofSC. The main objective of IAP is to improve students' English language proficiency and academic skills needed to succeed at UofSC.

Students apply to UofSC through the International Direct Process. Those who are not initially eligible for degree-seeking study are conditionally admitted to UofSC as non-degree seeking students. They are enrolled in classes full time and intend to earn a four-year undergraduate degree from UofSC. To become degree-seeking at the end of their program they must meet the following requirements:
- Demonstrate English language proficiency
- Earn at least 2.25 GPA and 30 earned credit hours for UofSC admission
- Meet GPA and course entrance requirements for intended major and follow the change of major process

IAP students are placed in one of two tracks based on academic qualifications, English language level and personal preferences. The two tracks are:
1. **Academic Accelerator** – two semesters
2. **Extended Accelerator** – three semesters

How are AAP/EAP students advised?
Students are initially advised by IAP advisors. In the final semester of the program, students are advised by the First-Year Advisor for their intended program of study. The First-Year Advisor lifts the registration hold and enters the advised course schedule in DegreeWorks.

Students take a combination of English language, UNIV 150/151, and Carolina Core courses while in the program. Their curriculum is designed in collaboration with departments housing the students' intended majors.

When viewing transcript information for IAP students, the following courses may be listed:
- **ENFS 091, 092, 093** – these courses do not bear credit, but students must pass them with at least a "C" to successfully progress to the second term of their program.
- **LING 102, 103, & 104 –** these courses are credit-bearing and students must pass them with at least a "C". Many colleges count these courses as elective credit in the program of study.
- **UNIV 150 & 151** – these courses are credit-bearing

While in AAP/EAP programs, the student's college is listed as 'Global Carolina' and the major is 'Non-Degree Seeking'.

Two additional things to know about IAP are:
1. Some students who apply through the International Direct process are placed in a **Direct Admission** track. These students are directly admitted into a program of study at UofSC as degree-seeking students. They are additionally advised by IAP, receive IAP services and take the UNIV 150/151 course sequence.
2. Admission through the International Direct process may be identified on the student profile in EAB Navigate by the "Columbia Intl Accelerator Prog" designator in the categories section.

If you are following along with Level 3, please go to Unit 4, section 2 – Maximum Credit Limit and Course Overloads.

Section 12: Course Approval Process

This section will provide information on the curriculum change and approval process.

Learning Outcomes
1. Describe the general steps of the **curriculum approval process**.
2. Identify the **Academic Program Liaison (APL)** for advised academic programs.
3. Review the curriculum **approval process timeline** for approval deadlines dates.

As an advisor, you know the curriculum for the different programs of study in your department. You may also have seen changes to the curriculum during your tenure as an advisor. It is helpful to understand how curricular decisions are made and changes to curriculum are approved.

Curriculum Approval Process
What to know about the Curriculum Approval Process?

Five things to know about the curriculum approval process are:
1. The faculty of the University have governance over all curricular matters. Curricular decisions must follow an official process, which is coordinated by the Office of Academic Programs using the online Academic Programs Proposal System (APPS).
2. An Academic Program Liaison (APL) is designated for each college and serves as the main information resource on academic program actions and as a liaison to the Provost's Office. A listing of current Academic Program Liaisons can be found via the Office of the Provost's Planning & Assessment webpage.
3. In most cases, undergraduate curriculum changes begin in a department or unit of a college/school. The action must first receive college level approval from the APL prior to review by Faculty Senate.
4. The Faculty Senate has a Committee on Curricula and Courses who review each undergraduate curriculum proposal before being voted on at Faculty Senate meetings.
5. Some program changes may require additional approval from the Board of Trustees, the Commission on Higher Education (CHE), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Curriculum Approval Process Timeline
What to know about the Timeline of the Curriculum Approval Process?

The curriculum approval process timeline can be found online via the Office of the Provost's Planning & Assessment webpage. Four things to know about the timeline of the curriculum approval process are:
1. New courses, programs, and concentrations can be effective for the next term after all approvals and notifications.
2. Existing course, program, and concentration changes or deletions will be effective for the next bulletin year, if all approvals are received by the deadline.
3. All curriculum changes are reviewed by the Office of the University Registrar and added to the Bulletin.
4. Major maps and DegreeWorks are updated accordingly each year.

If you are following along with Level 4, please go to Unit 4, Section 1 – Processing Course Overrides

Advisor Guidebook

Unit 4: Advising Technology

This chapter includes:

Section 1: Overview of Advising Technologies

This section will provide a brief overview of the advising technologies used at the University of South Carolina.

UofSC uses three main technologies in academic advising. The three include: Self-Service Carolina, DegreeWorks, and EAB Navigate.

Self Service Carolina
Self-Service Carolina, also sometimes known as Banner, is the University's Student Information System and serves as the primary interface for students, faculty, and staff for all academic records.

DegreeWorks
DegreeWorks is UofSC's degree audit tool. Students and advisors can access Degree Works to evaluate progress toward degree. Advisors use the "Plans" tab of DegreeWorks to log advisement of the student's recommended course schedule, enabling students to view advisement online when they access their audit. Advisors can also add notes and further clarification at a plan, term, or course level to recommendations in the DegreeWorks Planner.

EAB Navigate
EAB Navigate is a product designed by the nationally recognized research firm Education Advisory Board or EAB. Students use Navigate to schedule appointments. Advisors use Navigate to post availability, look up student information, keep appointment notes, and make referrals. Other offices on campus that use the Navigate platform include collaborative areas like the Student Success Center, Career Center, and Study Abroad.

As an academic advisor, you will use these three software systems with every student you advise. We will also cover material related to UofSC's newest platform for advisors, "My UofSC Experience", which allows advisors to view student engagement and involvement information.

If you are following along with Advising Foundations, please go to Unit 4, Section 2.

Section 2: Self-Service Carolina

This section will introduce Self-Service Carolina, the University's online student information system for students and advisors. For Academic Advisors, Self-Service Carolina has three primary features, including:

1. **View advisee information**
2. **Advisor transactions**
3. **Course schedule search**

We will introduce these features in this section, and more detail about specific functionality will be provided as you read on.

View Advisee Information

The first primary feature of Self-Service Carolina is viewing student information. From the 'Advisee Information' tab, advisors can access student profiles and pull an advising transcript for review.

Advisee Information Advisee list, student transcripts, and educational planning tools.	Advisor Transactions Advisor Transactions can now be found in the Student Profile left-hand navigation bar.	DegreeWorks Degree Audits, What If scenarios, Look Ahead feature, Planning tool	EAB Navigate (Columbia Only) Appointment scheduling, student advisement records, predictive analytics tools
▪ Advisee Information Tutorial	▪ Advisee Search - (New)	▪ Advising Transcript (Unofficial)	
▪ DegreeWorks	▪ Advisee Grade Summary	▪ EAB Navigate (Columbia Only)	
▪ My UofSC Experience (Columbia Only)			

With the advisee search function, advisors can quickly access a student profile and view general academic information, current registered courses, credit hours and GPA. Notifications related to registration, including the student's registration time ticket and any account holds, can be viewed as well.

From the student profile, the 'Testing' button in the left menu bar allows advisors view test information such as ACT/SAT scores, Math Placement Test scores, and Foreign Language Placement Test scores.

Advisor Transactions

The second primary feature of Self-Service Carolina are the advisor transactions. Advisors are granted access to the different transactions with departmental approval upon completion of the required training. The most common advisor transaction is 'Remove Advisement Hold'. Advisors will lift advisement holds after meeting with advisees every semester so that they are then able to register for classes. Quick access to advisor transactions can be found in the left-hand menu once a student profile has been opened.

Add or Drop Classes

Maintain Student Attributes

Maintain Student Min/Max Hours

Registration Override

Remove Advisement Hold

Select New Student

Course Schedule Search

The third primary feature of Self-Service Carolina is the course schedule search. Courses can be searched through a general or concise search, which will list all courses offered for a selected subject area, or an advanced/detailed search that allows an advisor to narrow courses by filters such as course number, part of term, and/or times and days offered.

If you are following along with Advising Foundations, please go to Unit 4, section 3.

The following subsections contain more detailed information about Self Service Carolina functionality.

For detailed step-by-step instructions on Self Service Carolina functionality including:

- **Registering for classes using Self Service Carolina**

- **Registering for classes using Schedule Planner**

Please see the videos in Level 1, 4.1 and 4.4.

If you are following along with Level 1, please go to Unit 4, section 3.

Processing Curriculum Changes

This section will cover Curriculum Changes and how they are processed through Self Service Carolina.

Learning Outcomes

1. Describe what to consider prior to processing a curriculum change.
2. Explain how to choose the 'Effective Term' for the curriculum change.
3. Describe the steps for completing and submitting the curriculum change form.

Curriculum Change

What is a Curriculum Change?

A curriculum change is the processes of making an official change to the major, minor or concentration in the student's program of study. As introduced earlier in Level Two, the online 'Curriculum Change Form' must be submitted by the new college to the Registrar's Office for processing. Some academic advisors have the responsibility of approving and submitting the curriculum change form.

Things to Consider When Processing Curriculum Changes

Prior to processing curriculum changes, advisors need to take the following seven things into consideration:

1. Advisors must receive approval from their college to process curriculum changes.
2. Advisors for the new major process the curriculum change.
3. Students must first meet any academic requirements for the new program
4. Students must first meet and complete any program admission processes
5. Advisors should not process a curriculum change if there is a concern about time to degree completion
6. Advisors should not process a curriculum change is the student is unsure about the change. Refer the student to Major Change Advising
7. Curriculum changes submitted after the drop/add period are official beginning the following term. An exception to this may be made for students graduating at the end of the semester

How to Process a Curriculum Change

1. Access the curriculum change form through Self Service Carolina's "Advisor Transactions" tab.

2. Enter the student's Banner ID and choose the semester for the change to be effective. Click **NEXT**.

3. To change a student's major, click "**delete**" next to their major on the right column.

4. Click "**Add Major**" at the top of the screen to add the student's new major.

5. Select the school of the student's new major, the major, a concentration (if applicable), and the catalog term (found in the box below). Click "**Add**."

6. Review changes and if everything is correct, click **DONE**.

7. Enter the email of the student's new academic advisor (if applicable) and other recipients that should be notified. Click **SUBMIT REQUEST**.

8. Next, you will see this screen which indicates that the curriculum change request has been submitted and that the status is PENDING. You will also receive an email indicating the status of the request. Once the request is processed, you will receive another email indicating that the request has been processed.

9. To add a minor, a concentration, or an attribute, click the respective button at the top of the screen. You will then follow the same steps as adding a major.

10. In order to review processed, rejected, and archived curriculum changes, click **"List"** on the left-hand menu. Next to a student's request, click **"Show."**

It is important to note that when the curriculum change is processed, Self Service Carolina and DegreeWorks may display the new major; however, the official record change will not take effect until the new semester.

Course Restrictions, Designators, and Attributes
This section will cover course designators, restrictions, and attributes as found in the course schedule search of Self Service Carolina.

Learning Outcomes
1. Identify the course designator and describe how to search for courses by course designator in Self Service Carolina.
2. Describe how to view course restrictions in the course search of Self Service Carolina.
3. Identify the course attribute and describe how to find additional information about the course attribute in Self Service Carolina.

Course Designators
What are Course Designators?
Course designators are the four-letter subject abbreviation assigned to a course.

How to Search by Course Designator
When searching for a subject in Self Service Carolina, you can type the four-letter course designator instead of scrolling through all of the courses to find the one you are looking for. Example: Looking for an English course? Type in ENGL.

Course Restrictions
What are Course Restrictions?
As introduced earlier in this level, course restrictions are settings that restrict course enrollment to a particular group of students or require special permission for enrollment. They may be based on student classifications, classroom seating capacity, and pedagogical approach.

How to Look up Course Restrictions
Restrictions for specific courses are viewed in Self Service Carolina. To view restrictions, do the following:
1. Look up the class in the Registration section of Self Service Carolina
2. Click the blue five-digit CRN number for the course
3. The course restrictions are listed at the bottom of the page

Course Attributes
What are Course Attributes?
Course attributes are the letter that precedes a course section number that identifies that course is reserved for a specific student population. For example, this particular section of Math 141 is restricted to students in the Columbia International Accelerator Program.

To find more information about the particular course attribute, a student must click on the blue CRN number listed with the course and the restriction should be listed at the top of the course description.

Here are the types of course section attributes and their assigned student population:

Alpha Character	Specific Student Population
Section A or S	Residential Learning Initiatives
Section Q	International Accelerator Program
Section C	Capstone Scholars
Section E	Evening Programs
Section H	Honors
Section J or N	Distributed Learning (Web-based)
Section M	PMBA
Section P	Palmetto Campus
Section R	Regional Grad Program
Section T	TRIO/Opportunity Scholars Program
Section W	Weekend
Section Z	Ft. Jackson Location

Maximum Credit Hours and Overloads

This section provides information about maximum credit limits and granting a "course overload" for a student.

Learning Outcomes
1. Identify the maximum credit limit for students at UofSC.
2. Describe the considerations prior to processing a course overload.
3. Describe the steps for processing a course overload.

Maximum Credit Limit
What is the Maximum Credit Limit?
All UofSC students are able to enroll in a maximum credit limit of 18 credit hours each semester. Students must receive special permission to enroll in excess of the 18 hours. This is commonly referred to as a "course overload" at UofSC.

A "course overload" is approved and processed by academic advisors or staff who have permission to process these requests in Self Service Carolina.

Processing Course Overloads
What to consider when processing a course overload?
Prior to processing a course overload, these three things should be considered:

1. Some colleges have requirements such as minimum GPA or total credit hours earned that students must meet to be permitted to take a course overload. Note: International students must receive permission from International Student Services.
2. Students must have earned a semester GPA of at least 3.0 the semester prior to requesting a course overload.
3. The course overload must be processed prior to the drop/add deadline. Note: Aerospace Studies, Army or Naval Science courses may be added without special approval.

How to process a course overload
To process a course overload, complete the following steps:
1. Log-in through Self Service Carolina and choose 'Maintain Student Min/Max Hours' under the 'Student Information Menu' tab.
2. Select the term for the change to be effective from the drop-down menu, and press 'submit'.
3. Enter the student's Banner ID or the student's name and press 'submit'.
4. If the student's name that displays on the screen is correct, press 'submit'.
5. The screen will display COL Max Hours: 18.000 which signifies that the student's max credit load is set to 18 credit hours.
6. Enter the desired min/max hours changes and press 'submit'.

The student should now be able to enroll in the additional credit hours up to the maximum hours designated.

If you are following along with Level 3, please go to Unit 5, Section 2.

Course Overrides

This section will cover course overrides and the steps to processing course overrides.

Learning Outcomes
1. Review and describe six common types of overrides.
2. Explain the steps to processing overrides.

What are Course Overrides?
A course override is a special clearance that grants students the ability to register for a class that is restricted to them.

During the registration period, students may reach out to you about not being able to enroll in courses that they were advised to take due to a course restriction. Course restrictions may be based on student classifications, classroom seating capacity, and pedagogical approach. Each academic unit has their own policy in regard to processing overrides. You should be familiar with the policy within your academic unit.

We will focus on six common types of course overrides:

1. '**Capacity**' override. One of the most common requests for an override is the capacity override to get into a course or a section of a course that is full. Enrollment may be limited due to reasons such as classroom seating capacity or instructional quality standards. For example, the College of Nursing must follow certain accreditation guidelines in regard to faculty to student ratios within the classroom.

2. '**Pre-Requisite**' and **'Co-Requisite'** override. Some courses require that students have completed or are completing other courses prior to enrolling. These overrides will overrule any of those required courses for students prior to enrollment even if the student subsequently fails one of those prerequisite or corequisite courses for which he/she is currently enrolled.

3. **'Field of Study'** override. Some courses are restricted to a specific field of study (major, minor, or concentration). Students who wish to take a course that is not part of their declared field of study may request this override.

4. **'Classification'** override. Some courses are restricted by academic class, (ie. Freshman, Sophomore, Junior, Senior). If course credits needed for the required classification are currently "in progress" or awaiting official transcripts, then this override may be granted once proof of the in-progress registration is received. Currently enrolled courses are typically counted even though grades have not been posted.

5. **'Student Attribute'** override. Some sections of courses require that the enrolled students have a specific student attribute on their record in order to register. An example of this override would be allowing a non-Honors College student to enroll in an Honors specific section of a course.

6. **'Time Conflict'** override. The time conflict override is required when students want to enroll in courses where the meeting time overlaps in any way. Either department involved in the time conflict may grant the override. However, the override will only allow the student to overrule the time conflict error for the section for which the override is granted (i.e. the section for which the student has the TIME override should be the later section of the two that the student registers for).

How are Course Overrides Processed?
As stated previously, each college has their own
policy regarding processing overrides and advisors should be familiar with the policy within their particular college.

Advisors must be granted special authorization to process overrides. If you are an advisor who has been granted this authorization, these are the steps to processing an override for a student.

1. Log-in to Self Service Carolina.
2. Select the 'Advisor Transactions' tile.
3. You will be prompted to enter in the student's information for which you wish to submit the override.
4. On the student's profile page, click 'Registration Override' the left-hand menu.
5. Use the drop-down menu to select the override you wish to process. Then use the drop-down menu to the right to select the course to which the override pertains.
6. Click 'Submit'.

If you are following along with Level 4, you have completed the content in this guide! Please continue with the experiential learning portions to work towards Level 4 Certification.

Section 3: Degree Works

This section introduces DegreeWorks, the online degree auditing and planning system. For Academic Advisors, DegreeWorks has four primary features, including:

1. **Degree Audit**
2. **Degree Works Planner**
3. **What If Tool**
4. **Look Ahead Tool**

This section will introduce these features, read on for more information on system navigation and features in subsequent sections!

Degree Audit
The first primary feature of DegreeWorks is the degree audit. The degree audit shows the requirements needed to graduate in a degree program and the progress a student has made toward completing those requirements.

The audit displays the student's general academic information including classification, GPA, and current program of study. The degree progress bar shows the student's percentage toward degree completion. Below you will find the completion status of degree requirements and the courses needed to meet each degree requirement.

The green boxes with checkmarks indicate that the student has completed the specific requirement, the empty red checkboxes indicate requirements that have not yet been met, and the blue boxes with a single tilde denote that a class is in-progress or that the student is registered for the course in the next semester.

The bottom of the audit shows courses that do not meet degree requirements such as electives or failed courses and courses that are in-progress. Recommended course schedules from prior advising sessions and other degree-progression reminders from the advisor will also appear at the bottom of the audit.

DegreeWorks Planner
The second primary feature of DegreeWorks is the recommended course schedule that is entered in the 'Plans' tab. The recommended course schedule is a record that shows how the student was advised toward meeting degree and graduation requirements.

Included in the DegreeWorks Planner are notes on the courses the student was advised to take each semester and other information related to degree progression. These notes are critical to academic advisement. As students' progress through a major or change majors in their time at Carolina, the recommended course schedule provides a holistic and historical account of course advisement each semester.

In-depth information on utilizing the DegreeWorks Planner will be provided in a later chapter.

<u>What-If Tool</u>
The third primary feature of DegreeWorks is the What-if tool. The What-if tool is used when students are considering making changes to their program of study. A hypothetical audit is created that shows how courses taken will apply toward requirements of a different major or minor. This allows for an analysis of how the change in the program of study would impact progress toward graduation.

<u>Look Ahead Tool</u>
The fourth primary feature of DegreeWorks is the Look Ahead tool. The Look Ahead tool creates a hypothetical audit that includes courses the student plans to register for in a future term. It shows how degree requirements will be met by completing future courses. Courses added show as "Planned Term" for the program requirement met on the audit. The Look Ahead tool is helpful for planning degree progression for one or multiple semesters in the future.

If you are following along with Advising Foundations, please go to Unit 4, Section 4.

Please read on for more in-depth functionality of DegreeWorks!

For detailed step-by-step instructions on Degree Works functionality including:

- **Running the Audit**

- **Reviewing the Audit**

- **DegreeWorks Planner**

- **Using the "What-If" Tool**

- **Using the "Look Ahead" Tool**

- **GPA Calculator**

Please see the videos in Level 1, 4.2a-f.

If you are following along with Level 1, please go to Unit 4, section 4.

Using Catalog Year
This section will cover introduce the catalog term and how it can be used in degree planning in Degree works.

Learning Outcomes
1. Describe how a student's catalog term is initially identified.
2. Summarize the relationship between catalog term and academic bulletin.
3. Explain how to use DegreeWorks to compare curriculum requirements for different catalog terms.
4. Describe how catalog term can be determined for readmitted students.

<u>What is catalog term?</u>

Catalog term is the term in which an undergraduate student first enrolls at UofSC.

<u>What to Know About Catalog Term</u>
Three important things advisors need to know about the catalog term are:
1. Initially and most commonly, a student's catalog term is the same as their admission term. For example, if a student enrolls at the University in the Fall 2016 semester, their catalog term is 2016-2017.
2. The catalog term determines the bulletin year the student will follow
3. The bulletin is frozen each year, so the program of study requirements for the catalog term will not change.
4. Students may change their catalog term to a more recent year, after their initial catalog term. They will then meet the program of study requirements listed for that bulletin year.

<u>How to Advise Students</u>
When advising students who want to change their catalog term, the best tool to use is DegreeWorks. It would be difficult to compare two different bulletins side by side and see the changes in curriculum requirements. However, the differences are clear when using the DegreeWorks.

Do the following in DegreeWorks to view and compare a student's progression under a different catalog terms:
1. Process a new audit to get the most recent record of degree completion
2. Process a 'What If' scenario using the different catalog term to get an audit showing degree completion for that catalog term
3. Compare the current and 'What If' audits to identify differences in degree completion and how courses are applied.
4. Discuss with the student the pros and cons of changing catalog term

<u>How to Advise Readmitted Students</u>
Readmitted students have special considerations in relation to catalog term. Three things to know about readmission and catalog term are:
1. Students may follow the bulletin in effect at the time of their return. For example, a student readmitted for the Fall 2017 semester, may follow the 2017-2018 Bulletin.
2. Students who have been away from UofSC for less than three years may choose to follow the bulletin from the year of their initial enrollment, as long as it was not longer than eight years prior. For example, a student whose first enrollment term was Fall 2012, left UofSC after the Spring 2015 and was readmitted for the Fall 2017 semester may follow the 2012-2013 bulletin. This student was only away for one year and their first term of enrollment was five years prior.
3. Students who have been away from UofSC for longer than three years will follow the bulletin in effect at the time of their return.

<u>Processing Catalog Term Change Requests</u>
There are two ways to submit a change in catalog term:
1. Submit a curriculum change request
2. Email to advisreg@mailbox.sc.edu and include the student's name, UofSC ID, program information, and catalog term.

Processing Exceptions
This section provides information about the course exceptions function in DegreeWorks.

Learning Outcomes
1. Identify the three course exceptions that advisors can make in DegreeWorks.
2. Describe when an advisor would make an 'Also Allow' exception.
3. Describe when an advisor would make an 'Apply Here' exception.
4. Describe when an advisor would make an 'Substitute' exception.

Course Exceptions
What are course exceptions?
Course exceptions are a function in DegreeWorks that allow advisors to change how courses are applied to the degree. Course exceptions should only be used in specific cases when making an overall change to requirements in DegreeWorks is not the best course of action. Not all advisors have the ability to process course exceptions, permission is granted by the individual advising unit.

What are the different types of course exceptions?
There are five different types of exceptions that can be made in DegreeWorks.

The following three exceptions – Also Allow, Apply Here, and Substitute - may be made by advisors.

1. **Also Allow (AA) -** 'Also Allow' is the most commonly used exception. It is used to apply alternate course options for a specific degree requirement.
   - For example, if a transfer student to the Business School has STAT 002T credit and that course will meet the STAT 206 requirement, an 'Also Allow' exception will place the STAT 002T course as meeting the STAT 206 requirement.
   - Note: If there is a course restriction such as a minimum grade requirement, the grade received for the course being applied must meet that requirement. For example, the School of Business requires a grade of 'C' or better for STAT 206. If you are trying to use another course with an 'Also Allow' exception that has a grade of 'D' or lower that exception will not be made.

2. **Apply Here (AH)** – 'Apply Here' is used to move a course from one place in the DegreeWorks audit to another. It is usually done when moving courses from electives to a specific requirement.
   - For example, a transfer student may bring STAT 002T credit that is applied as an elective in DegreeWorks. If the course has been approved to meet a specific degree requirement, the advisor can make an 'Apply Here' exception to move that course from the electives to the appropriate degree requirement.
   - Note: the 'Apply Here' exception is a higher level exception meaning that it will override any other rules for that requirement such as a minimum grade requirement.

3. **Substitute (RR)** – 'Substitute' is used to substitute one course for another. It is typically done when a student is approved to take a course to meet a requirement needed to graduate on time if another course is not offered when needed.
   - Note: If there is a course restriction such as a minimum grade requirement, the grade received for the course being substituted must meet that requirement.

The Force Complete and Remove Course/Change the Limit exceptions are rarely made and will only be processed by select administrators or the Registrar's office.

Five important things to know about DegreeWorks exceptions are:

1. Always 'Process New' after making an exception to see it in the degree audit.
2. You will see the exceptions in the degree audit for the requirement for which an exception was made. You will also see the exception at the bottom of the degree audit.
3. Do not remove or change an exception that another advisor has made.
4. If a student changes majors, the exceptions will go away.
5. Include information in the 'notes' field to describe the exception. Should the exception be removed, that information will be available, and the exception can be recreated if necessary.

Section 4: EAB Navigate

Learning Outcomes
1. Identify the four primary features of Navigate
2. Summarize key information found on the student overview page
3. Describe the two ways student risk is indicated in Navigate
4. Describe the difference between advising reports and general notes

This section will introduce the Educational Advisory Board's Navigate system. For Academic Advisors, Navigate has four primary features, including:
1. **Scheduling**
2. **Student risk indicators**
3. **Notes**
4. **Referrals**

Scheduling
The first primary feature of Navigate is scheduling. By 2018, Navigate serves as the central scheduling tool for all academic advisement at UofSC-Columbia. Advisors view assigned advisees, set up appointment availability, and schedule advisement sessions online. In addition, all undergraduate students schedule an appointment with their advisor online using Navigate.

Student Risk Indicator
The second primary feature of Navigate are the Student Risk Indicators. These hallmark features use predictive analytics to assess individual student risk.

On the **student overview page**, advisors can quickly view an academic summary of important information gleaned from the student's transcript. The **Academic Summary** shows information such as the student's major and college, number of Ds and Fs, number of repeated courses and withdrawals, and the student's GPA. By hovering over underlined information, advisors will get more detailed information on that particular category.

Most importantly, the overview page provides risk information to show likelihood of a student graduating in a specific program of study. Student risk is indicated in two ways in the system: Predicted Risk Level and Success Markers

First, the **predicted risk level**, shown on the student profile as a red, yellow, or green dot, is based on the analysis of similar students in the past and their likelihood to graduate. Second, **success markers** are critical courses and grade thresholds that serve as key milestones in progression toward degree. Success markers are determined by the College or department and are based on both historical data and gateway courses.

It is important to note that while an individual student risk level (i.e. red, yellow, or green indicator) and success markers (i.e. course milestones and grade thresholds) are both predictors of success in a major, one does not influence the other. Advisors are encouraged to use their judgment when making meaning of how these scores are applied in advisement.

In the '**Success Progress**,' tab advisors view additional details about success markers, GPA trends and attempted credit trends.

The '**Class Info'** tab displays the student's current semester courses, including courses the student dropped or withdrew. Also displayed is the student's transcript. The transcript provides a term-by-term view of the student's academic record and important metrics like term GPA and completion ratio. Pre-enrollment data such as ACT/SAT scores and Math Placement Test scores show at the bottom of the page.

Notes
The third primary feature of Navigate are the notes. Navigate is the central system for all academic advisors to enter notes on all undergraduate students. There are two types of notes: the Advising report and General Notes. Advising Reports are a summary of a specific appointment, such as "student is changing his major" or "student expressed interest in study abroad." General notes are not tied to a specific appointment. Rather, general notes include records of phone conversations, documents such as FERPA forms, and other general information about a student. Notes are critical to academic advising. Navigate provides a central repository for all advisement across campus. Given the shared-split model at UofSC-Columbia, one student may have multiple advisors. Navigate provides historical documentation across offices and departments. This information is especially useful when changing majors or colleges. Navigate notes serve as an essential resource for advisors in understanding the student's holistic advisement experience.

Referrals
Finally, the fourth primary feature of Navigate is the referrals. Advisors can refer a student or "issue an alert." This alert directly refers a student to a campus partner such as the Student Success Center, Career Center, Advising Center, or other office on campus.

If you are following along with Advising Foundations, please go to Unit 5, Section 1.

For detailed step-by-step instructions on Navigate functionality including:

- **Advisor Home Screen**

- **Setting Availability**

- **Viewing Appointments**

- **Appointment Center**

- **Student Profile**

Please see the videos in Level 1, 4.3a-f.

If you are following along with Level 1, please go to Unit 4, section 5.

For detailed step-by-step instructions on Navigate functionality including:

- **Appointment Campaigns**

- **Advanced Search**

- **Watchlists**

Please see the videos in Level 2, 4.3-5.

If you are following along with Level 2, please go to Unit 5, section 7.

<u>Reporting</u>
This section will go over some of the more common reports advisors will create in EAB Navigate. We will provide information on the 'Appointment Summaries', 'Appointment Stats', 'Daily Appointments', and 'No Show' reports in EAB Navigate.

Learning Outcomes
1. Describe the reports advisors can use in EAB Navigate.
2. Describe how to run these reports in EAB Navigate.

Advisors can run a variety of reports in EAB Navigate. Advisors should only run reports for their own advisement data or when necessary, for their advising unit.

Appointment Summaries Report

The 'Appointment Summaries' report provides student appointment details including student and specific appointment information and notes.

Complete the following steps to run the 'Appointment Summaries' report:
1. Select the date range from which you would like to pull data.
2. Choose the appropriate 'Care Unit'. You should only run reports for the office or department in which you work.
3. Add any additional filters to narrow your search.
4. Click the blue 'Search' button

Once the report is generated in the web browser, you may scroll to see search results.

Click on the 'Actions' tab and then 'Show/Hide Columns' to choose the information shown in the report. This is helpful to filter out any information you do not need to view in the report.

Click on the 'Actions' tab and then 'Export to Excel' to generate a excel spreadsheet of the report.
- Once the report is generated, click on the 'Download Center for Reports' in the gold bar at the top of the screen. This will show all reports that you have run in the past 30 days.
- Click on the link to the report you would like to view to download into Excel.
- Open the Excel spreadsheet to view the report. From here you can easily sort, filter, and save the report.

Appointment Stats Report

The 'Appointment Stats' report provides data on appointments and students including number of appointments scheduled, attended, and cancelled. This report is helpful if you need overall numbers without student or appointment details.

Complete the following steps to run the 'Appointment Stats' report:
1. Select the date range from which you would like to pull data.
2. Choose the appropriate 'Care Unit'. You should only run reports for the office or department in which you work.
3. Click the blue 'Search' button

Once the report is generated in the web browser, you may scroll to see search results.

Click on the 'Actions' tab and then 'Show/Hide Columns' to choose the information shown in the report. This is helpful to filter out any information you do not need to view in the report. Note: The 'Logged Time' and 'Calendar Time' are dependent on user action, so may not reflect actual times.

Click on the 'Actions' tab and then 'Export to Excel' to generate a excel spreadsheet of the report.
- Once the report is generated, click on the 'Download Center for Reports' in the gold bar at the top of the screen. This will show all reports that you have run in the past 30 days.
- Click on the link to the report you would like to view to download into Excel.
- Open the Excel spreadsheet to view the report. From here you can easily sort, filter, and save the report.

Daily Appointments Report

The 'Daily Appointments' report provides information on scheduled appointments.

Complete the following steps to run the 'Daily Appointments' report:
1. Select the date range from which you would like to pull data.
2. Choose the appropriate 'Care Unit'. You should only run reports for the office or department in which you work.
3. Click on 'Organizer' and enter your name to only see appointments that are scheduled with you.
4. Add any additional filters to narrow your search.
5. Click the blue 'Search' button

Once the report is generated in the web browser, you may scroll to see search results.

Click on the 'Actions' tab and then 'Show/Hide Columns' to choose the information shown in the report. This is helpful to filter out any information you do not need to view in the report.

Click on the 'Actions' tab and then 'Export to Excel' to generate a excel spreadsheet of the report.
- Once the report is generated, click on the 'Download Center for Reports in the gold bar at the top of the screen. This will show all reports that you have run in the past 30 days.
- Click on the link to the report you would like to view to download into Excel.
- Open the Excel spreadsheet to view the report. From here you can easily sort, filter, and save the report.

No-Shows Report

The 'No-Shows' report provides information on non-attended appointments.

Complete the following steps to run the 'No-Shows' report:
1. Select the date range from which you would like to pull data.
2. Choose the appropriate 'Care Unit'. You should only run reports for the office or department in which you work.
3. Click on 'Organizer' and enter your name to only see appointments that are scheduled with you.
4. Add any additional filters to narrow your search.
5. Click the blue 'Search' button

Once the report is generated in the web browser, you may scroll to see search results.

Click on the 'Actions' tab and then 'Show/Hide Columns' to choose the information shown in the report. This is helpful to filter out any information you do not need to view in the report.

Click on the 'Actions' tab and then 'Export to Excel' to generate a excel spreadsheet of the report.
- Once the report is generated, click on the 'Download Center for Reports in the gold bar at the top of the screen. This will show all reports that you have run in the past 30 days.
- Click on the link to the report you would like to view to download into Excel.
- Open the Excel spreadsheet to view the report. From here you can easily sort, filter, and save the report.

Success Markers
This section provides information about 'Success Markers' in EAB Navigate.

Learning Outcomes
1. Describe 'Success Markers' in EAB Navigate.
2. Describe how to view 'Success Markers' in EAB Navigate.

Success Markers
What are Success Markers?
Success Markers are courses that are critical to successful progression in a major. They are milestone courses in a major that need to be taken by a certain time with a certain grade. Colleges or departments identify success markers based on historical academic data of students in the major.

What you should know about Success Markers
Three important things advisors need to know about success markers include:
1. Success markers are typically also designated as critical courses on the Major Map.
2. There are three types of Success Markers: Completed, Missing, and Upcoming. The page will automatically default to show the Missing markers.
3. Success markers will not be displayed for second majors or second degrees. They will display for the primary major listed on the Student Overview page.

How to view Success Markers
1. From the student profile, select the 'Success Progress' tab.

2. Scroll down to the 'Success Markers' section. Here the missed success markers will be listed with an 'Outcome' or reason that the marker was missed.
3. Click on the 'Completed' radio button to view the Success Marker courses that the student has completed and the 'Upcoming' radio button to view the Success Marker courses that the student still needs to take.

Risk Level and Skills Analysis
This section provides information about the 'Predicted Risk Level Skills Analysis' section of the student profile in EAB Navigate.

Learning Outcomes
1. Identify the five skill areas included in the 'Predicted Risk Level Skills Analysis'.
2. Describe how student performance is indicated in the 'Predicted Risk Level Skills Analysis'.

Student Risk Prediction
What is a Student Risk Prediction?
A student risk prediction is the likelihood that a student will earn a degree in a specific major from UofSC. The student risk prediction is based on historical academic data of students who have completed their degree in that specific major.

Predicted Risk Level Skills Analysis
What is the Predicted Risk Level Skills Analysis?
The 'Predicted Risk Level Skills Analysis' section breaks down the overall student risk prediction into different skill areas. There are five skill areas, each representing a common the me for a collection of courses in the program of study. The five skill areas are:
- Business
- Education, Counseling, and Social Work.
- Fine Arts and Music
- Science, Math, Engineering, and Health Professions.
- Social Studies

Skill levels in the student profile are listed in the order of weight or importance to completion of a specific major. For example, "Fine Arts and Music" is listed first for an Art Studio major because courses in that skill area theme are weighed heavily in the successful completion of that major.

When viewing a skill area, the shaded bar provides a snapshot for how the student has performed in courses making up that skill area. Performance is measured in a percentile ranking similar to class rank. The 'This Student' indicator shows where that student ranks in that skill area compared to others in the same major.

The average indicator shows how students who graduated in the major performed on average in that specific skill area. Students performing at a percentile above the average for a graduating student are more likely to graduate. Students performing at a percentile below the average for a graduating student are less likely to graduate.

Click on the 'More Info' link for additional information on the 'Predicted Risk Level Skills Analysis'.

How to view Skills Analysis

1. From the student profile 'Overview' page, scroll down to the 'Predicted Risk Level Skills Analysis' section.
2. Click the dropdown option 'Show More' to view the details of the analysis.

If you are following along with Level 3, please go to Unit 5, section 10.

Section 5: BTCM and My UofSC Experience

This section introduces My UofSC Experience and Beyond the Classroom Matters.

Learning Outcomes
1. Describe what My UofSC Experience is
2. Describe the relationship of My UofSC Experience to the Beyond The Classroom Matters® (BTCM) system, the UofSC Connect Office, Experiential Learning and Graduation with Leadership Distinction
3. Identify two primary features of the BTCM system
4. Describe the purpose of the BTCM system

My UofSC Experience

My UofSC Experience consists of the many experiences both for credit and not for credit that students engage in while at UofSC that complements their major curriculum. Across their undergraduate career, students are encouraged to intentionally explore and engage with all of the opportunities that UofSC offers in order to maximize the impact of their education.   These opportunities can include engagement with clubs, attending various events, and more impactful experiential learning opportunities such as practicums and internships, study abroad, research, peer leadership, and service learning.

Relationship of My UofSC Experience to UofSC Connect, Experiential Learning, Graduation with Leadership Distinction and BTCM

My UofSC Experience is the term labelling the many experiences that a student engages in at UofSC.

UofSC Connect is the office that is the point of contact for advisors, students and faculty to find out more about different opportunities. The office manages the approval of experiential learning opportunities and Graduation with Leadership Distinction.

Experiential Learning opportunities are particularly high impact activities such as practicums and internships, study abroad, research, peer leadership, and service learning that involve at least 45 hours of commitment, feedback with expectation of improvement and reflection.

Graduation with Leadership Distinction is designation that will appear on the academic transcript of a student that completes the requirements. The requirements include extensive purposeful engagement beyond the classroom engagement, understanding of course concepts in real world settings and application of learning to solve problems and cornerstones. The GLD culminates with the production of an e-portfolio that requires intensive reflection. GLD could be viewed as a particularly intensive form of experiential and engaged learning.

BTCM is a supplemental student information system for managing records of student engagement at UofSC. BTCM links student records of involvement in experiential and engaged learning programs to academic records, creating a more comprehensive educational record for each student.

For Academic Advisors, the BTCM system is used to be able to view the My UofSC Experience of a particular student. The BTCM system allows students and advisors to view the semester by semester listing of student engagement records. Records include student participation in Experiential Learning Opportunities (ELO) and Engaged Learning Programs (ELP) . In addition, each specific type of student engagement record is hyperlinked to detailed information including the educational purpose and delivery method of experiential and engaged learning programs.

The "My UofSC Experience" record is available for new students entering beginning Fall 2018. Advisors use the "My UofSC Experience" record in advisement to engage students in reflection about and planning for their involvement beyond the classroom.

Beyond the Classroom Matters (BTCM) System
BTCM is a supplemental student information system for managing records of student engagement at UofSC. BTCM links student records of involvement in experiential and engaged learning programs to academic records, creating a more comprehensive educational record for each student.

For Academic Advisors, the BTCM system has two primary features. We will discuss both features now:

1. Student engagement records
   The first primary feature of the BTCM system is the semester by semester listing of student engagement records. Records include student participation in Experiential Learning Opportunities (ELO) and Engaged Learning Programs (ELP) that are cataloged in the BTCM system.

   Each student's records in the system are collectively called "**My UofSC Experience".** The "My UofSC Experience" record is available for new students entering beginning Fall 2018. Both advisors and students can view records in the BTCM system. Advisors use the "My UofSC Experience" record in advisement to engage students in reflection about and planning for their involvement beyond the classroom.

2. Engagement Catalog access
   The second primary feature of the BTCM system is the access to the BTCM Catalog. Each student engagement record is hyperlinked to the BTCM Catalog listing for that record. The catalog provides detailed information including the educational purpose and delivery method of experiential and engaged learning programs.

Section 5a: How to Use the "My UofSC Experience" record and Beyond the Classroom Matters
This section provides instruction on how to use to the "My UofSC Experience" record and Beyond the Classroom Matters (BTCM) system

Learning Outcomes
       1. Describe how to access and navigate the "My UofSC Experience" record
       2. Identify two ways to use the "My UofSC Experience" record in advisement
       3. Identify two ways to use the BTCM system in advisement

Accessing the "My U*of*SC Experience" record

The "My U*of*SC Experience" record is accessed using the Beyond The Classroom Matters® (BTCM) database system. To access it, complete the following steps:
1. Go to the University Advising Center website at www.sc.edu/advising
2. Under the 'Advisor Toolbox' tab on the left side of the screen, select 'Advising Technology Access'.
3. Scroll to the bottom of the screen to the 'My UofSC Experience" section, select 'Log in'.
4. Enter your UofSC login credentials to access the system.

To view a student's record, complete the following steps
1. From the main page, enter the student's UofSC ID and press 'submit'. The student's full record will appear listed by semester.
2. Select the 'Term' drop down menu to view experiences from a specific semester.
3. Select the 'Students involvement category' drop down menu to sort experiences by different categories. For example, sort by the 'Knowledge/Skills' category to view the knowledge applied and/or skills practiced by students as they engage in this activity.
4. Click on the hyperlinked experience title to view the catalog entry. Catalog entries document each program's educational purpose and describes the program's structure for engaging students to achieve the purpose.

Using the "My U*of*SC Experience" record in advisement

Two ways advisors can use the "My UofSC Experience" record to engage students in reflection about and planning for their undergraduate career including experiential and engaged learning both in and beyond the classroom are:
1. Review, the experience record with the student. Ask questions about the engagement opportunities listed.
2. Discuss the "My UofSC Experience" transcript and encourage purposeful involvement to help them achieve their educational goals. Use the UofSC Connect 'Opportunity Database' and 'Recommendations by Major' to show and provide suggestions for meaningful engagement opportunities.

Two things advisors should know and tell students about "My UofSC Experience" are:
1. Students have the option to keep a record private from advisor view.
2. Experiential Learning Opportunity (ELO) designation for courses and programs is indicated in student records. Records of ELO-designated courses and programs displayed in the current term are "In Progress;" the student's satisfactory completion must be verified by the program provider at the end of the term.
3. Beginning Fall 2019, students can select records to report on an official supplemental "My UofSC Experience" transcript. The supplemental transcript documents each student's purposeful engagement and learning in programs.

Using the BTCM System
Accessing the BTCM system
To access the BTCM system, complete the following steps:
1. Go to the University Advising Center website at www.sc.edu/advising

2. Under the 'Advisor Toolbox' tab on the left side of the screen, select 'Advising Technology Access'.
   3. Scroll to the bottom of the screen to the 'Beyond the Classroom Matters' section, select 'Log in'.
   4. Enter your UofSC login credentials to access the system.

<u>Viewing a student's "My UofSC Experience" record in the BTCM system</u>
To view a student's record in the BTCM system, complete the following steps
   1. From the main page, enter the student's UofSC ID and press 'submit'. The student's full record will appear listed by semester.
   2. Select the 'Term' drop down menu to view experiences from a specific semester.
   3. Select the 'Students involvement category' drop down menu to sort experiences by different categories. For example, sort by the 'Knowledge/Skills' category to view the knowledge applied and/or skills practiced by students as they engage in this activity.
   4. Click on the hyperlinked experience title to view the BTCM catalog. Catalog entries document each program's educational purpose and describes the program's structure for engaging students to achieve the purpose.

<u>Using the BTCM system in advisement</u>
Two ways advisors can use BTCM to engage students in reflection about and planning for their involvement beyond the classroom are:
   1. Review, with the student, their "My UofSC Experience" record in BTCM. Ask questions about the engagement opportunities listed.
   2. Discuss the "My UofSC Experience" transcript and encourage purposeful involvement to help them achieve their educational goals. Use the UofSC Connect 'Opportunity Database' and 'Recommendations by Major' to show and provide suggestions for meaningful engagement opportunities.

Three things advisors should know and tell students about "My UofSC Experience" are:
   1. Students have the option to keep a record private from advisor view.
   2. Experiential Learning Opportunity (ELO) designation for courses and programs is indicated in student records. Records of ELO-designated courses and programs displayed in the current term are "In Progress;" the student's satisfactory completion must be verified by the program provider at the end of the term.
   3. Beginning Fall 2019, students can select records to report on an official supplemental "My UofSC Experience" transcript. The supplemental transcript documents each student's purposeful engagement and learning in programs.

If you are following along with Level 1, please go to Unit 5, section 2.

Advisor Guidebook

Unit 5:
My UofSC Experience & Campus Resources

This chapter includes:

Section 1: Center for Experiential and Integrative Learning

This section provides an overview of the Center for Experiential and Integrative Learning.

Learning Outcomes
1. Describe the **Center for Experiential and Integrative Learning**.
2. Explain where students can **search online** for engagement experiences.

The Center for Experiential and Integrative Learning

What is the Center for Experiential and Integrative Learning?

The Center for Experiential and Integrative Learning is a comprehensive initiative designed to support students in making the most of their education by integrating learning within and beyond the classroom. Students are encouraged to be thoughtful in choosing engagement experiences that connect to their academic interests and apply to their long-term goals.

What to tell students about the Center for Experiential and Integrative Learning

Students are encouraged to begin planning their engagement experiences early in their time at UofSC. Three key things to tell students about the Center for Experiential and Integrative Learning are:
1. Find potential engagement opportunities by searching the The Center for Experiential and Integrative Learning online database or reviewing the 'Recommendations by Major' website.
2. Document your experiences. Save anything you create as you engage in experiences. This will be helpful as you reflect and connect your learning within and beyond the classroom.
3. Extensive engagement experiences can lead to Graduation with Leadership Distinction. Students who are interested in pursuing Graduation with Leadership Distinction first need to complete the online 'GLD Orientation'. Graduation with Leadership Distinction will be covered in during Level 3, and information can be found in Unit 3, Section 7.

If you are following along with Level 1, please go to Unit 5, section 6.

Section 2: Study Abroad

This section provides information on Study Abroad including services and program options. Details about Study Abroad as it relates to academics and your role as an academic advisor is covered in Unit 3.

Learning Outcomes
1. Describe things a student needs to consider when choosing a study abroad location.
2. Explain the differences between the top three study abroad programs offered at UofSC.
3. Identify when students should begin the study abroad planning process.

What is Study Abroad?
The Study Abroad Office at UofSC provides information and support to students who are interested in studying in another country while pursuing their degree. There are many different study abroad options including varying length of times and locations. Students can study abroad for as little as one week during Spring Break to up to a full year.

In the 2015-2016 academic year, the Study Abroad Office facilitated 1,743 study abroad experiences. UofSC students who participate in study abroad can go almost anywhere in the world, but the top 5 destination countries are:
1. Spain
2. Italy
3. Australia
4. Costa Rica
5. England

Eight types of study abroad programs are offered at UofSC. The top three most popular programs are Global Classroom Programs, Global Partner Programs, and Global Exchange Programs:
1. Global Classroom Programs - led by faculty, typically focus on a specific subject area or language, and are shorter in length. Usually offered during the summer, Winter Break, Spring Break, and Maymester. All participants pay UofSC in-state tuition.
2. Global Partner Programs - experiences offered through an independent study abroad organization. Students can choose a program that best matches their academic and geographic preferences. Participants pay all tuition and fees directly to the sponsoring organization.
3. Global Exchange Programs - experiences offered in conjunction with partner institutions in over 20 countries. Students who participate in these programs pay UofSC in-state tuition directly to UofSC.

Here you can view a brief description of each of these programs. This is also included in the Resources folder for this module.

Program	Description
Global UofSC Programs	Intensive subject-matter specific summer courses each offered in three weeks in unique locations around the world.
Global Classroom Programs	Led by UofSC faculty members. Usually offered during the summer, Winter Break, Spring Break, and Maymester. All participants pay UofSC in-state tuition.

Global Direct Programs	Sponsored by UofSC and offer a variety of programs. Students pay tuition and fees directly to the host university.
Global Exchange Programs	Offered in partnership with schools in over 20 countries
Global Partner Programs	Offer additional options for study abroad in a wide range of countries. Offered through collaboration between UofSC and a number of independent study abroad organizations. All tuition and fees are paid directly to the study abroad organization.
International Business (I.B.) Exchange Programs	Over 45 business schools around the world have partnered with the Darla Moore School of Business. Open to I.B. majors only,
Non-Credit Programs	Students seeking an alternative overseas experience may select teaching, interning, volunteering, working, or conducting research abroad. While these experiences are often handled through a third-party provider, students must also apply through the UofSC Study Abroad Office.
Non-UofSC Programs	Advisors should be aware that only programs "officially sanctioned by UofSC" are approved for study abroad. If an advisor is contacted by an unaffiliated study abroad organization, please contact the UofSC Study Abroad Office before promoting a non-UofSC program.

What to Tell Students

Initiate discussions about study abroad with students early in their time at UofSC. It is recommended that a student start planning one year in advance to meet application deadlines, plan coursework, and complete any necessary financial aid/scholarship documentation.

If you meet with a student who expresses interest in Study Abroad, here are three things you can tell them to do to begin the process:

1. Explore different study abroad options by utilizing the **online database** accessed through the Study Abroad Office's website. Filter the program list by destination, term, program type or keyword to identify programs that meet their needs.

2. All interested students must attend an **Information Session** to learn more about study abroad programs and have their general questions answered. Students may sign up for an information session online through the Study Abroad Office's website.

3. After attending the information session, students can **meet one-on-one with a Study Abroad Advisor** to go over more specific details regarding their study abroad plans. A Study Abroad Advisor advises students on the programs offered at UofSC and assist the students in choosing a program that meets their academic, personal, and financial needs. Students sign up for an appointment online. The "Study Abroad Advising Form" must be completed with their Academic Advisor prior to the appointment.

Here are two additional items to keep in mind when advising students who are interested in studying abroad:

1. The student's program of study will influence which programs are good options and will allow students to meet program requirements and graduate on time. As covered earlier in this level, advisors play an important role in helping students plan the courses they will take while abroad so that they receive needed course credit upon return to UofSC.

2. Many scholarships and financial aid can be used while studying abroad. Refer students to the Office of Student Financial Aid and Scholarships for additional information about how their funding will be applied during a study abroad experience.

If you are following along with Level 2, please go to Unit 5, section 3.

National Student Exchange
This section provides information on the National Student Exchange program.

Learning Outcomes
1. Describe the National Student Exchange program.
2. Identify initial academic criteria for National Student Exchange eligibility.
3. Identify the forms that require academic advisor approval for National Student Exchange participation.

National Student Exchange
What is the National Student Exchange?
The National Student Exchange (NSE) provides students an opportunity to study away at one or more of nearly 200 institutions in the United States, Canada, and U.S. Territories. Students may participate in NSE for an academic year or a semester, including the summer. NSE participation is coordinated through the Student Success Center.

Initial criteria for NSE eligibility include:
1. Full-time enrollment at UofSC-Columbia
2. At least a 2.75 cumulative GPA the semester prior to the exchange
3. Earned at least 30 credit hours of college credit
4. Completed two full semesters at the UofSC-Columbia campus
5. Not within the last 30 credit hours of degree completion (without special permission)
6. Be in good academic, conduct, and financial standing with the University

A few reasons students participate in NSE include:
- Explore a new part of North America
- Language immersion (Spanish in Puerto Rico or French in Quebec)
- Tie into an internship or undergraduate research experience
- Personal growth
- Access to different courses
- Exploring future graduate or professional school opportunities

National Student Exchange Advisement
Advising students for National Student Exchange
Students are encouraged to explore NSE opportunities early in their time at UofSC. Four things to tell a student interested in National Student Exchange include:
1. Explore different NSE options by utilizing the "Find a Campus" search on the NSE website. Placement at a particular institution is not guaranteed, so students are encouraged to identify five schools of interest.

   Things to consider when identifying potential NSE schools include:
   - **Payment Plan** - Due to South Carolina state law, UofSC students can only participate at a school that will accept under "Home Payment (Plan B)". Students pay their normal tuition to UofSC and their financial aid normally applies. In short, they pay here and go there.
   - **Accreditation Requirements** - If the student's program at UofSC has additional accreditation requirements, the NSE program must have the same level of accreditation. Listings of

accredited institutions by program are found on UofSC's NSE website. Academic advisors should verify that the program of interest meets accreditation requirements.

- **Special Exchange Opportunities** – NSE offers special exchange opportunities including language immersion, Honors exchanges, and RA/RM exchanges. Refer to the NSE website for more information on these opportunities.

2. Consider how NSE will fit into their degree program. Discuss potential courses to take and optimal time for NSE participation.

3. Attend an information session to learn more about the NSE application process and program. Information session dates and times can be found through UofSC's NSE website.

4. Attend a consultation with NSE staff to review program details prior to submitting the application.

As part of the application process, the 'College Approval Form' must be signed by both the student's academic advisor and college dean to approve NSE participation.

Upon placement at an NSE institution, students and academic advisors meet to formally identify courses to take.
- Use the 'Institutional Equivalency Table' found on the Registrar's website to identify equivalent courses offered at the student's NSE institution. Note: Courses will only be listed if a previous student has already them transferred to UofSC. Some courses may need to be evaluated for UofSC equivalency.
- Once courses are identified, the 'Special Enrollment Request Form' found on the Registrar's website for transient enrollment permission must be submitted for approval.

Advisors should enter the course information provided on the 'Special Enrollment Request Form' into the DegreeWorks Planner for future reference.

What to tell students about academics and National Student Exchange
Three things to know and tell students related to their academics and NSE are:
1. Students should be encouraged to not change their course schedule while participating in NSE. Students should contact their advisor for approval to change courses and to complete a new 'Special Enrollment Request Form'.

2. While participating in NSE, the student's school will be listed as 'Evening & Non-degree', the major will be 'Non-degree Seeking', and the concentration will be 'NSE'. This allows students to maintain their active student status without having to reapply for admission upon return to UofSC.

3. Students need to request their transcript be sent from the NSE institution to the Registrar's Office for that credit to be applied to their program of study at UofSC.

Advisors are encouraged to learn more about NSE by visiting UofSC's NSE website and the official NSE website. Refer students to the Student Success Center for more information and to meet with NSE staff.

Section 3: Undergraduate Research

This section provides information on the Office of Undergraduate Research (OUR) and the opportunities provided for students.

Learning Outcomes
1. Describe the ways the Office of Undergraduate Research supports students.
2. Identify when students can begin exploring undergraduate research opportunities.
3. Identify the first step students should take to learn more about undergraduate research.

What is Undergraduate Research?
The Office of Undergraduate Research (OUR) helps students learn more about any field of study through research, scholastic, or creative experiences.

OUR's definition of research is: asking questions and finding answers. There is a perception that research is confined to a lab. While the sciences are a big part of the research done at UofSC, students from all disciplines are encouraged to ask questions beyond the classroom.

The office assists students in 3 ways:
1. Matching students with faculty and research projects,
2. Providing money or grants for projects, and
3. Helping students showcase their accomplishments.

Research is a great way for students to explore their major and gain hands-on experience. Examples of past, funded, student research projects include Sport and Entertainment Management students who studied the ambush marketing at the 2014 FIFA World Cup in Brazil and
an Art Studio major who recreated a DaVinci artwork by learning and applying the techniques used to paint the original piece.

What to Tell Students About Undergraduate Research
Students are encouraged to explore research opportunities as early as their first semester. When advising a student who expresses interest in research, here are four key things you should tell them:
1. Begin by attending a **GETTING STARTED WORKSHOP**. This workshop is designed to get students thinking about their research interests, and learn how to find and reach out to potential faculty mentors. Students may sign up to attend a workshop online, at the OUR website. If a student is not able to make any of the workshops, there is an option to make an appointment to meet one-on-one with an OUR Advisor.
2. There are many opportunities for funding of research projects for things such as materials, travel and even a personal stipend. A listing of awards can be found in the resources section for this module.
3. Research provides an opportunity to develop relationships with faculty and gain real-world experience to explore their field of study and build their resume.
4. Students are able to showcase their research at the Discover UofSC event held in the spring at the Convention Center and can be included in the research database that recognizes involvement in undergraduate research.

If you are following along with Level 2, please go to Unit 6, section 6.

Section 4: National Fellowships and Scholarship Advising

This section provides information on national fellowships and National Fellowship Advising provided through the Office of Fellowships and Scholar Program (OFSP).

Learning Outcomes
1. Describe National Fellowships and National Fellowship Advising at UofSC.
2. Describe the characteristics of a competitive National Fellowship applicant.
3. Identify two key resources for students interested in National Fellowships.
4. Explain the process for referring students to National Fellowship Advising.

National Fellowships
What are National Fellowships?
National fellowships are merit-based, nationally competitive grants or scholarships that are awarded from entities outside of the University. Awards typically provide funding for students to pursue an educational experience such as study abroad, research, and project implementation that support their academic interests and professional goals. For example, the Fulbright U.S. Student Program provides funding for one year of advanced study, research, or teaching English in a foreign country.

Students from institutions across the country may apply for the same fellowship making it a very competitive process and one in which students need guidance and support. In 2016-2017, UofSC students and recent alumni won 58 awards earning over $2.3 million in total awards for the year.

National Fellowship Advising
What is National Fellowship Advising?
National Fellowship Advising helps academically talented students identify specific fellowship opportunities and assists them with the competitive application process. Academic Advisors are important partners in helping to identify and refer qualified students to National Fellowship Advising.

Three characteristics of a competitive national fellowship applicant are:
1. **Academic Achievement** – Competitive applicants will have an average cumulative GPA of 3.5 or above. The average GPA of a UofSC national fellowship winner is 3.86.
2. **Intellectual Curiosity** – Competitive applicants should exhibit a spark of curiosity and desire to learn more, gain new experiences, and contribute to both their academic discipline and society.
3. **Community Engagement** – Competitive applicants are concerned with the world around them and seek to engage others in making the world a better place. This is typically demonstrated through involvement in volunteer work, government internships, participation in the arts, or leadership in campus groups.

What to Tell Students About National Fellowship Advising
The planning and application process should begin about a year in advance of the application deadline, and students are encouraged to begin looking for fellowship opportunities as early as their freshman year.

Two key resources to tell students about are:

1. **Investigate National Fellowship Opportunities (INFO) Database** – this online searchable database contains over 200 different fellowship opportunities and is a good place to begin exploring options.
2. **Workshops** – held each semester to provide information on specific competitions and will often introduce students to current UofSC national fellowship winners and faculty members who will become mentors during the process.

National Fellowship Advising Referral
How to refer students to National Fellowship Advising?
When referring students to National Fellowship Advising, advisors should:
1. Tell the student about National Fellowship Advising services and how they can help
2. Have the student schedule an appointment for 'National Fellowship Advising' through EAB Navigate while in the advising appointment.

If you are following along with Level 3, please go to Unit 6, section 7.

Section 5: Student Support Resources

This section provides an overview of eight student support offices at Carolina.

Learning Outcomes
1. Describe the **function** of each of the identified campus resources.
2. Describe **when** to refer a student to the identified campus resource.

The University of South Carolina has been recognized for having one of the best Student Affairs & Academic Support Divisions in the country. There are many services available to undergraduate students that are included in student fees. It is important to know the services provided by each campus resource and when to refer students to each one.

University Registrar
The Office of the University Registrar maintains students' official academic records and manages the policies and procedures regarding registration, academic progress, and graduation. The Registrar's Office also maintains the University's official Academic Calendar of important dates and deadlines.

Students should be directed to the Registrar's Office for services that are transactional in nature. Students may request an official transcript and turn in required academic forms. Common forms that students submit to the Registrar's Office are the Grade Forgiveness form, the Special Enrollment Request form for taking classes at another institution as a transient student, and the Request for Current Term Exceptions form to add courses after the course drop/add deadline.

All forms can be accessed online at the Registrar's Office website.

> Location
> The Registrar's Office is located in 1244 Blossom Street.

Financial Aid
The Office of Financial Aid and Scholarships helps students understand the cost of attending UofSC and secure funding to attend school.

> Referral
> Students should be referred to the Office of Financial Aid and Scholarships to discuss financial aid received, additional funding options, and loss of financial aid or scholarships.

> Location
> The Office of Financial Aid and Scholarships is located in 1244 Blossom Street.

Bursar
The Bursar's Office manages student account and billing information including receiving payments for tuition, fees, and other campus financial charges. The office also disburses any refunds and financial aid overages.

> Referral
> Students should be referred to the Bursar's Office for questions about fees, payment of bills,

and to have a financial registration hold lifted.

<u>Location</u>
The Bursar's Office is located in 1244 Blossom Street.

Note: One way to help differentiate between the two previous offices described is that the Office of Financial Aid & Scholarships gives money and the Bursar's Office takes money.

University Advising Center
The University Advising Center (UAC) provides leadership and guidance on UofSC advising policies and practices. The UAC also provides Undergraduate Studies Advisement, Major Change Advising, Academic Success Coaching, and Withdrawal Support for undergraduate students at UofSC.

The University Advising Center (UAC) provides undergraduate students with academic advising and coaching that guides progression toward degree through standard advising practices and technologies. The UAC establishes expectations and processes for student advising and supports a culture of student engagement and responsibility in advising. The student support services provided by the UAC are First-Year Academic Advising, Major Change Advising, Academic Success Coaching, and Withdrawal Support.

<u>Referral</u>
All students with questions or concerns about advising should be referred to the UAC. Students' may be referred to the University Advising Center to discuss changing majors, academic planning, major and interest exploration, self-assessments, strengths identification, or withdrawal from UofSC.

<u>Location</u>
The University Advising Center is located on the first floor of the Close-Hipp building on the 3rd floor.

Student Success Center
The Student Success Center provides course specific academic support through tutoring, Supplemental Instruction, and writing and communications support. Other services include financial literacy, transfer & Veteran student support, and early academic interventions.

<u>Referral</u>
Refer students needing academic support for courses, academic skill development, and with questions about their personal finances.

<u>Location</u>
The Student Success Center is located on the Mezzanine level of the Thomas Cooper Library.

Career Center
The Career Center provides support to students in the development of lifelong career management skills.

<u>Referral</u>
Refer students for such things as resume development, major and career exploration, or finding internship and employment opportunities.

Location
The Career Center is located on the fifth floor of the Thomas Cooper Library.

Disability Services
The Student Disability Resource Center supports students with learning, physical, health, or psychiatric disabilities and temporary injuries in receiving needed accommodations and managing the University experience.

Referral
Refer students if they disclose a disability and a need for support and accommodations.

Location
The Student Disability Resource Center is located in LeConte, room 112A.

Counseling & Psychiatry
Counseling & Psychiatry provides students a safe place to speak privately and confidentially with a trained professional. Students who pay the health fee may receive 10 counseling sessions per year at no additional charge.

Referral
Refer students to Counseling & Psychiatry if they disclose a need to talk to a professional or if you have concerns about their mental health.

UofSC Faculty & Staff may call Counseling & Psychiatry for a consultation about a student of concern and guidance on how to provide assistance and connect the student with needed support.

Location
Counseling services and Psychiatric services are located on the third floor of the Thomson Student Health Center.

The following sections will look more in depth at a variety of campus resources.

If you are following along with Advising Foundations, please go to Unit 6, Section 1.

Section 6: Student Success Center

This section provides information on the academic support programs provided by the Student Success Center.

Learning Outcomes
1. Describe the **academic support programs** provided by the Student Success Center.
2. Identify where to find program information including lists of **courses supported**, **service schedules**, and **appointment scheduling.**
3. Explain the **process for referring** students to the Student Success Center.

Student Success Center
The Student Success Center (SSC) provides course-specific support and academic skill development that facilitate student learning and degree completion. Four academic support programs and services to know are:
1. Supplemental Instruction
2. Peer Tutoring
3. Writing and Communications Lab
4. Academic Skill Development

What is Supplemental Instruction?
Supplemental Instruction (SI) is peer-led study sessions where material taught in class is reinforced through collaborative practice and discussion. SI leaders attend classes with students and offer at least three SI sessions per week. Courses supported by SI are introductory courses that most students must successfully complete progress in a program of study. SI sessions are located in academic buildings and the Thomas Cooper Library.

What is Peer Tutoring?
Peer Tutoring provides one-on-one sessions tailored to the student's needs for a course. Drop-in and online peer tutoring is also available to provide subject-specific assistance. Over 80 courses are supported by peer tutoring. Peer Tutoring is provided in various locations including the Thomas Cooper Library, academic buildings and residence halls.

What is the Writing and Communications Lab?
The Writing and Communications Lab provides peer-led support for written, oral, or visual assignments such as research papers, lab reports, PowerPoint, and class presentations. Students are supported at any stage in the process from brainstorming topic idea to final citation edits or practicing a finished speech. The Writing and Communications Lab is located in Sims Hall.

What is Academic Skill Development?
Academic skill development support is provided in one-on-one sessions with Success Consultants that focus on skills such as goal setting and study and time management strategies needed to succeed in courses. Success Consultants meet with students in the main office of the Student Success Center in the Thomas Cooper Library.

What to know about SSC academic support programs

Two important things to know about SSC academic support programs include:
1. All services are provided at no additional cost to students.
2. Peer leaders are recommended by faculty and must meet academic requirements including having received an A in the course or subject area for which they provide support.

What to tell students about SSC academic support programs
Three things to tell students about SSC academic support programs include:
1. These programs are not intended only for students who are struggling in classes. In fact, the average GPA of students who utilize Peer Tutoring and Supplemental Instruction is a 3.2.
2. Lists of courses supported and service schedules can be viewed on the SSC website.
3. One-on-one appointments are scheduled online through the SSC website. Drop-in visits and Supplemental Instruction sessions do not require appointments.

How to refer students to SSC academic support programs?
When referring a student to an SSC academic support programs, advisors should:
1. Tell the student about the service and how it can help
2. Show the student where to find course lists and schedules online
3. Help the student schedule one-on-one sessions before they leave their appointment with you
4. Follow up with a referral to the SSC through Navigate, if necessary

If you are following alone with Level 1, please go to Unit 5, section 7.

Section 7: Career Center

This section provides information on the Career Center at UofSC.

Learning Outcomes
1. Describe how the Career Center helps students **DECIDE IT**.
2. Describe how the Career Center helps students **EXPERIENCE IT**.
3. Describe how the Career Center helps students **LIVE IT**.
4. Explain the **uses of Handshake**, the career management system.
5. Explain the **process for referring** students to the Career Center.

Career Center
The Career Center at UofSC educates and empowers students in their development of lifelong career management skills. The Career Center encourages students to, "DECIDE IT. EXPERIENCE IT. LIVE IT."

DECIDE IT
How does the Career Center help students DECIDE IT?
Programs and services are available to help students make well-informed decisions about a major or career path. Three resources that the Career Center has to help students DECIDE IT are:
1. **Career Development Coaches** who provide career advising, internship and job search guidance and post-graduation planning. Career Development Coaches are assigned by College.
2. **Online self-assessment tools** to determine career interests, work values, personality, etc.
3. **Career Courses** such as University 201: The World of Work, for career exploration and preparation.

EXPERIENCE IT
How does the Career Center help students EXPERIENCE IT?
The Career Center connects students with job shadowing, internship & co-op, and part-time job opportunities to learn and gain experience in an area related to their desired career. Three formal ways that the Career Center helps students EXPERIENCE IT are:
1. **Pathways to Professions** group job shadowing where students visit a workplace and hear from employees to learn about specific jobs and professional life.
2. **Community Internship Program (CIP)** one semester, paid internship experience that allows students to gain work experience while maintaining full-time student status at UofSC. A Career Center liaison supports both the organization and student intern. CIP experience is documented on the student's official transcript. Note: students may also participate in academic internship opportunities and receive course credit if approved by their College or academic department.
3. **Cooperative Education (Co-Op) Program** two or more semester experience with an employer. Students may either work part-time while attending school full-time for 3 consecutive semesters or work full-time while alternating semesters of working and attending school.

LIVE IT
How does the Career Center help students LIVE IT?
The Career Center also assists students with the mechanics of preparing and searching for jobs. Three resources that the Career Center provides to help students LIVE IT are:
1. Resume Writing: students can visit the Career Center for an in-person resume review or utilize the online, OptimalResume program to develop a resume.

2. Interview Preparation: students can participate in a mock interview with a Career Center staff member or virtually through the online system, InterviewStream.
3. Job Search Opportunities: students can connect with employers at job fairs or use Handshake to view job opportunities.

Handshake

What is Handshake?

Handshake is the Career Center's online career management platform. Employers post open positions through Handshake. Students and alumni use it to search positions, post resumes, sign up for on-campus interviews, find out about job fairs and events, and network with employers.

In fall 2017, UofSC's Handshake system had over 13,000 employers seeking to fill upwards of 24,000 positions.

Students should create a Handshake account to access current on-campus career related information and

Students should create a Handshake account to access current career related opportunities at UofSC.

What to tell students about the Career Center

Students should begin exploring and gaining career experience as early as their first semester. Three things to tell students about the Career Center include:
1. Career Center services and resources are available at no additional charge with the exception of a few assessment tools.
2. Appointments with Career Development Coaches are scheduled online through Handshake.
3. Drop-in hours are from 1-4pm, Monday through Friday. These brief meetings are intended for quick questions or 10-minute resume reviews.

Referring students to the Career Center

When referring a student to the Career Center, advisors should:
1. Tell the student about the service and resources provided and how they can help
2. Show the student how to access Handshake to schedule an appointment with a Career Development Coach.
3. Tell students about the drop-in hours on Monday through Friday from 1 to 4 pm
4. Follow up with a referral through Navigate, if necessary

The Career Center is located inside the Thomas Cooper Library and has a satellite office in the Swearingen Engineering Center.

If you are following along with Level 1, please go to Unit 5, section 8.

Section 8: Office of Pre-Professional Advising (OPPA)

This section provides an overview of the Office of Pre-Professional Advising.

Learning Outcomes
1. Describe the **services provided** by the Office of Pre-Professional Advising.
2. Explain the **process for referring** students to the Office of Pre-Professional Advising.

Office of Pre-Professional Advising
The Office of Pre-Professional Advising (OPPA) supports students who are interested in pursuing professional school after completing their undergraduate degree. Professional schools include law, medical, dental, veterinary, and other health related schools. Four support programs and services to know are:
1. Pre-Professional Advising
2. Career Observation
3. Application Preparation & Personal Statements
4. Mock Interviews

What is Pre-Professional Advising?
OPPA advisors helps students prepare to apply to law, medical or other health professional school. Advisors guide students in creating a plan to acquire the knowledge and skills while in college to have a competitive application for professional school.

Advisors are available to meet with students to review undergraduate course requirements for professional school admission. Students are not required to meet with OPPA advisors, but it is highly encouraged.

What is Career Observation?
Career observations are a way for students to gain exposure to the health care profession during their undergraduate career. OPPA sponsors the MedView Shadowing Program to give students the opportunity to shadow a physician in a professional setting.

How does OPPA help with Application Preparation & Personal Statements?
OPPA guides students through the professional school application process as it is often lengthy and detailed. Having a strong application is necessary to receive an invitation to interview for competitive professional school programs.

Applications for professional schools typically include a personal statement. A 'Personal Statement' document is available on the OPPA website to assist students in the development of their personal statement.

What are Mock Interviews?
Many professional schools require personal interviews as part of the program admission process. Students can schedule a mock interview with an OPPA advisor to help identify their strengths and weaknesses in the interviewing process. The office also provides other resources to prepare for interviews.

What to know about OPPA programs & services

Two important things to know about OPPA are:
1. OPPA is part of the Career Center, but is located in a separate office in Sumwalt College.
2. Pre-med summer programs are offered for both incoming first-year students (PACES) to explore medical careers and upperclassmen (APEX) to prepare for med school applications.

What to tell students about the Office of Pre-Professional Advising

Three things to tell students about the Office of Pre-Professional Advising include:
1. OPPA offers both drop-in hours and appointments with advisors. Students should call the office to schedule an appointment.
2. Sign up online for the pre-med or pre-law listserv to receive information related to job/internships, meetings, medical or law school tours, conferences, research opportunities, and many other events and activities.
3. Join a student organization to develop leadership, communication, and team building skills that enhance professional school applications. OPPA provides a list of Pre-Health, Pre-Law and Pre-Med student organizations on their website.

When and how to refer students to the Office of Pre-Professional Advising?

When referring a student to OPPA, advisors should:
1. Show the students the OPPA website and resources for their specific professional track.
2. Help the student identify drop in hours or schedule an appointment with an OPPA advisor.
3. Follow up with a referral to OPPA through Navigate, if necessary.

The Office of Pre-Professional Advising is located in Sumwalt College, Room 208 on Greene Street between Sumter and Main Streets.

If you are following along with Level 1, please go to Unit 5, section 9.

Section 9: Student Disability Resource Center

This section provides an overview of the Student Disability Resource Center (SDRC).

Learning Outcomes
1. Describe the **services and resources** provided by the Student Disability Resource Center.
2. Describe when to **refer** a student to the Student Disability Resource Center.
3. Explain the process to **register for and receive** accommodations.
4. Explain the **reduced course load** (RCL) accommodation and related advisement considerations.

Student Disability Resource Center
The Student Disability Resource Center (SDRC) supports students in managing the challenges and limitations imposed by disabilities. The Americans with Disabilities Act (ADA) defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activities.

In Fall 2017, about 2,500 undergraduate and graduate students were registered with SDRC. Some examples of disabilities that the office has registered are learning disabilities, ADHD, anxiety, depression, mobility, food & animal allergies, traumatic brain injury, visual and hearing impairment.

What services and resources are provided by the Student Disability Resource Center?
The SDRC provides the UofSC community with services and resources including:
- Student registration and determination of appropriate accommodations.
- The Assistive Technology Lab with accessible workstations, assistive technology devices, and specialized software and hardware to accommodate students with hearing, visual, learning, and mobility impairments.
- Resources for faculty and staff including guides for creating accessible documents, presentations, & websites. Sign language interpreters & video captioning are also available.
- Consultations with campus partners about how to provide programs, services, and activities that are accessible for everyone.

When to refer students to the Student Disability Resource Center?
Examples of when to refer a student to the SDRC include:
1. The student discloses a documented or perceived disability, or the student previously had accommodations, such as an IEP in high school. Registration with the SDRC will ensure that accommodations are available when needed.
2. The student has questions about accommodations that are offered by SDRC.
3. The student is registered with SDRC and is having issues with receiving approved accommodations.

How do students register and receive accommodations?
Students must initiate and complete any action regarding registration of a disability and receiving approved accommodations. Students may register with SDRC at any time. Note that the initial application and registration process can take two weeks or more to complete. Students are encouraged to apply early to receive accommodations as soon as possible.

The registration process includes the following:
1. Complete the online 'Student Application for Services'.
2. Submit documentation related to the disability. Note: A letter from a current treating physician that states a diagnosis and how it meets the definition of a person with a disability under the ADA is required.

Once the application and required documentation are processed and accommodations are determined, students must do the following to receive accommodations:
1. Schedule and attend an orientation with SDRC to review the accommodations.
2. Speak with professors regarding accommodations. Students may submit the online 'Letters to Professors Request' form to have the SDRC email letters to professors and Academic Advisors describing approved accommodations. Note: Only the individuals identified on the form will receive a notice of accommodations.
3. Submit required request forms to receive specific accommodations such as test proctoring, alternative form textbooks, and reduced course load.

Students registered with SDRC must request new accommodations every semester.

Students who have a temporary injury may also receive assistance if the injury negatively impacts the student's ability to succeed in classes. Common temporary injuries include concussions and those that hinder mobility. Students with a temporary injury can submit the online 'Temporary Injury Application for Assistance' form along with documentation. Assistance for temporary injuries include campus transportation, extended time on tests, audio recorders, and test proctoring.

Advisement for Students Registered with SDRC
How are students registered with SDRC advised?
Students registered with SDRC are assigned to a departmental academic advisor from the College for their academic program of study. Registered students receive priority registration, meaning that they are assigned a registration time that is earlier than the general student population.

What to know when advising students registered with SDRC
Three things to know when advising students registered with SDRC are:
1. Students may have a reduced course load (RCL) accommodation. This allows registered students to enroll in less than 12 credit hours and remain a full time student. Help them create a plan to complete their program of study on time with an RCL by including summer semesters. Note: Refer the student to SDRC if there are concerns about meeting financial aid/scholarship credit hour requirements.
2. Consider how the student's disability impacts their ability to succeed in certain subject areas. For example, if a registered student shares that math is a challenging subject then taking a MATH, ECON, and ACCT course in the same semester may not be a good idea.
3. There is no indication in student information systems or on the transcript that the student is registered with SDRC. Students may choose to have Academic Advisor's notified of the registration and approved accommodations.
4. There are no foreign language exemptions; however students may be eligible to receive accommodations for these courses. Student should begin foreign language courses no later than junior year if accommodations are needed.

Two additional things to know about SDRC in relation to academics and advisement are:
1. SDRC cannot remove registration holds or provide overrides into courses.
2. Refer students who are struggling in a class as a result of a disability and should consider course withdrawal to the SDRC office to discuss options and accommodations.

If you are following along with Level 1, please go to Unit 6, section 2.

Section 10: Exploratory Advising

This section provides information on Exploratory Advising in the University Advising Center.

Learning Outcomes
1. Explain when a student should be referred to the different Exploratory Advising services.
2. Describe the ways an Exploratory Advisor may support students.
3. Describe how Exploratory Advisors differ from departmental academic advisors as it relates to advisor transactions.

As discussed previously, about 80% of college students change their major at least once and on average, students change their major at least three times over the course of their college career. This means that students at UofSC will likely find themselves not only changing majors, but changing colleges at some point as well.
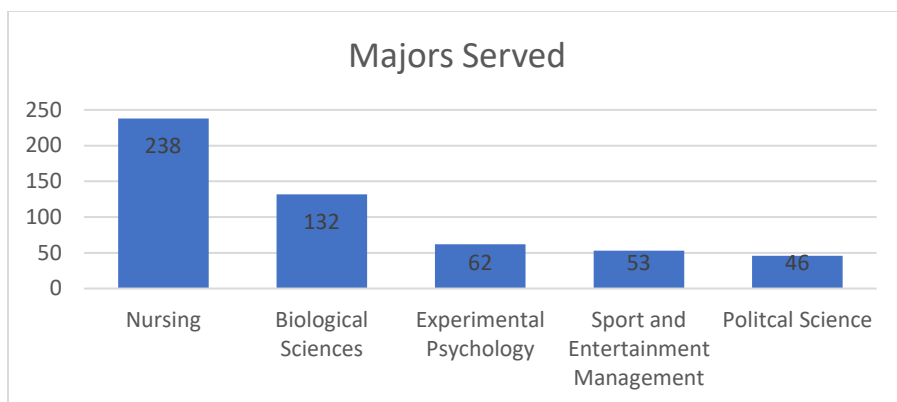
What is Exploratory Advising?

Exploratory Advising helps students make intentional major change decisions by facilitating academic exploration, providing information on academic programs of interest, and explaining major change processes.   In partnership with colleges, Exploratory Advisors also provide supplemental advisement to students who are changing majors by helping them plan and identify courses to take that will meet program requirements for their new major.

In the Fall 2016 Semester, Exploratory Advising (then Major Change Advising i.e. MCA) had 2,174 student visits with 44% of those visits being sophomores.

Fall 2016 MCA Students Served

- Senior 7%
- Junior 20%
- Freshman 29%
- Sophomore 44%
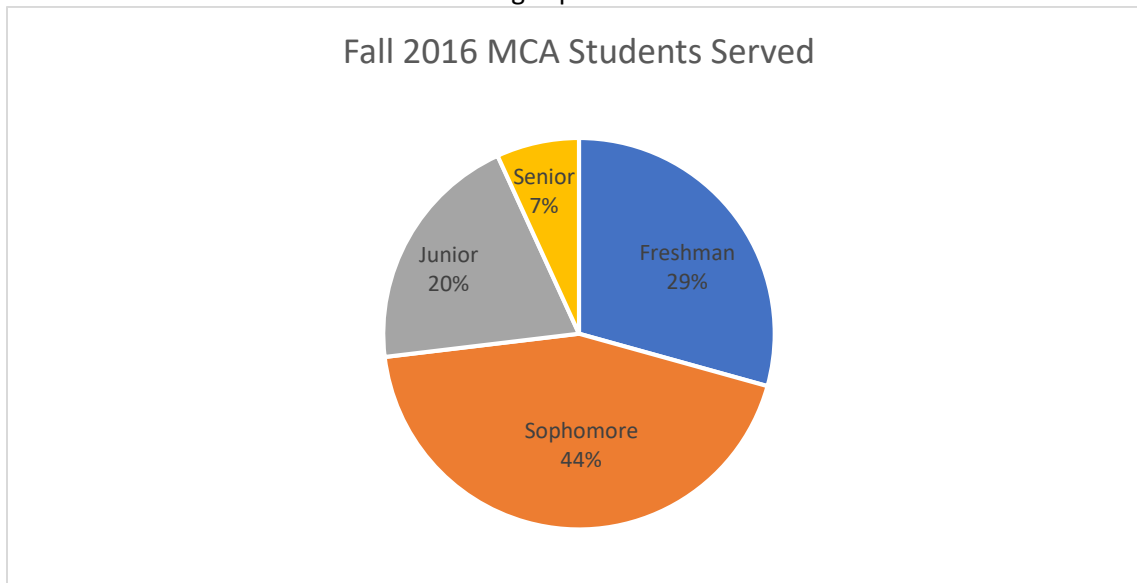
The top five majors served by Exploratory Advising during the Fall 2016 Semester were: Nursing, Biological Sciences, Experimental Psychology, Sport and Entertainment Management and Political Science. This data represents student's majors before changing.

Majors Served

Major	Value
Nursing	238
Biological Sciences	132
Experimental Psychology	62
Sport and Entertainment Management	53
Politcal Science	46

What to Know About Exploratory Advising

1. Exploratory Advisors are trained professional staff members who are knowledgeable of the academic requirements and major change processes among all undergraduate programs at UofSC.
2. Exploratory Advisors help students:
   - Explore potential new majors
   - Determine how classes taken would fit into a different major
   - Learn the major change process for the new major
   - Prepare for departmental advising appointments
3. Exploratory Advisors do NOT submit curriculum change forms to change students' academic records. Once a student meets requirements to switch into a new major, the student's new college submits the curriculum change form to the Registrar's Office for processing.
4. Exploratory Advisors CAN lift advisement holds. The Exploratory Advisor can be listed as a student's secondary advisor and may lift the term advisement hold based on the situation. The student's current term advisor of record, authorized person in the college, or advisor in a new college if a major change occurs may also lift advisement holds.

What to Tell Students

Exploratory Advisors meet with students in three different ways, through scheduled appointments, drop-in advising, and online chat. In the Fall 2016 semester, 42 % of appointments were drop-in advising and 58% of appointments were scheduled appointments.

When referring students to Exploratory Advising, tell them to choose from the following services based on their needs and where they are in the decision making process.

1. **Scheduled Appointments** - Students should schedule a 30-minute appointment if they do not know what major they want to change to and need:
   - Help because they have no idea what they want to do
   - To explore different majors
   - General advisement questions answered
   - To see how their coursework fits into their new major
   - Supplemental advisement for their intended major
   - To figure out how to change their major
   - Help rearranging their schedule before the drop/add deadline to fit their intended major

2. **Drop-In Advising** - Students can drop-in for a 15- to 20-minute session if they know the major they want to change to and need:
   - General advisement questions answered
   - To see how their coursework fits into their new major
   - Supplemental advisement for their new major

3. **Online Chat** - Students can submit general questions such as "What does this registration error code mean?" or "What is the deadline to change my major to Public Health?" via online chat.

Note that some colleges require students meet with a Exploratory Advisor for supplemental advisement and to complete necessary paperwork. Advisors should know the major change process and requirements for their college.

This next section provides information specifically on Major Change Advising in the University Advising Center.

Learning Outcomes
1. Explain when a student should be referred to the different Major Change Advising services.
2. Describe the ways a Major Change Advisor may support students.
3. Describe how Major Change Advisors differ from departmental academic advisors as it relates to advisor transactions.

As discussed previously in this level, about 80% of college students change their major at least once and on average, students change their major at least three times over the course of their college career. This means that students at UofSC will likely find themselves not only changing majors, but changing colleges at some point as well.

What is Major Change Advising?
Major Change Advising helps students make intentional major change decisions by facilitating academic exploration, providing information on academic programs of interest, and explaining major change processes. In partnership with colleges, Major Change Advisors also provide supplemental advisement to students who are changing majors by helping them plan and identify courses to take that will meet program requirements for their new major.

In the Fall 2016 Semester, Major Change Advising had 2,174 student visits with 44% of those visits being sophomores.

The top five majors served by Major Change Advising during the Fall 2016 Semester were: Nursing, Biological Sciences, Experimental Psychology, Sport and Entertainment Management and Political Science. This data represents student's majors before changing.

What to Know About Major Change Advising
5. Major Change Advisors are trained professional staff members who are knowledgeable of the academic requirements and major change processes among all undergraduate programs at UofSC.
6. Major Change Advisors help students:
   - Explore potential new majors
   - Determine how classes taken would fit into a different major

- Learn the major change process for the new major
- Prepare for departmental advising appointments
7. Major Change Advisors do NOT submit curriculum change forms to change students' academic records. Once a student meets requirements to switch into a new major, the student's new college submits the curriculum change form to the Registrar's Office for processing.
8. Major Change Advisors do NOT lift advisement holds. The student's current term advisor of record or authorized person in the college will lift advisement holds.

What to Tell Students

Major Change Advisors meet with students in three different ways, through scheduled appointments, drop-in advising, and online chat. In the Fall 2016 semester, 42 % of appointments were drop-in advising and 58% of appointments were scheduled appointments.

Fall 2016 Major Change Appointment Breakdown

Drop In Advising 42%

Scheduled Appointments 58%
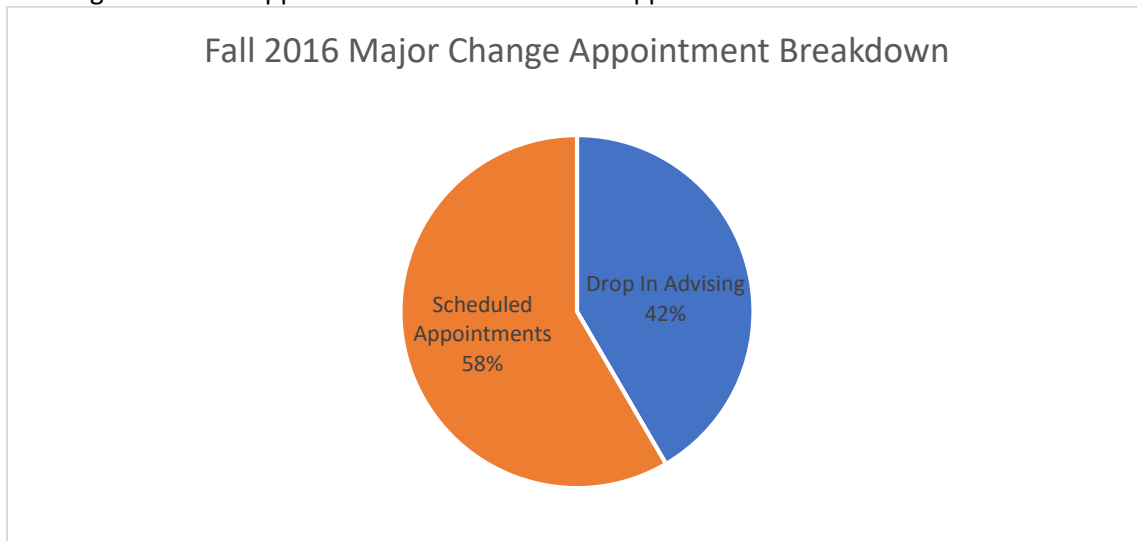
When referring students to Major Change Advising, tell them to choose from the following services based on their needs and where they are in the decision making process.

4. **Scheduled Appointments** - Students should schedule a 30-minute appointment if they do not know what major they want to change to and need:
   - Help because they have no idea what they want to do
   - To explore different majors
   - General advisement questions answered
   - To see how their coursework fits into their new major
   - Supplemental advisement for their intended major
   - To figure out how to change their major
   - Help rearranging their schedule before the drop/add deadline to fit their intended major

5. **Drop-In Advising** - Students can drop-in for a 15- to 20-minute session if they know the major they want to change to and need:
   - General advisement questions answered
   - To see how their coursework fits into their new major
   - Supplemental advisement for their new major

6. **Online Chat** - Students can submit general questions such as "What does this registration error code mean?" or "What is the deadline to change my major to Public Health?" via online chat.

Note that some colleges require students meet with a Major Change Advisor for supplemental advisement and to complete necessary paperwork. Advisors should know the Major Change process and requirements for their college.

Another specific area of Exploratory Advising in the University Advising Center is Academic Success Coaching.

Learning Outcomes
1. Describe the areas of focus in Academic Success Coaching for developing an Academic Plan.
2. Identify specific populations of students who are mandated to meet with an Academic Success Coach.
3. Describe the academic impact of meeting with an Academic Success Coach.

What is Academic Success Coaching?
Academic Success Coaches are trained professional staff members that work with students to create a plan for success in college. NACADA defines Academic Coaching as "an interactive process that focuses on the personal relationship created between the student and the coach. The coach challenges the student to think about his or her personal and/or professional goals in order to relate them to his or her academic/educational goals." (NACADA, 2016).

In the Fall 2016 semester, Academic Success Coaching had a total of 1,171 appointments.

The top 5 major to visit Academic Success Coaches were: Nursing, Undeclared, Biological Sciences, History and Criminology/Criminal Justice. This data does not include the students coded as "No Major" from colleges such as Business or Engineering.

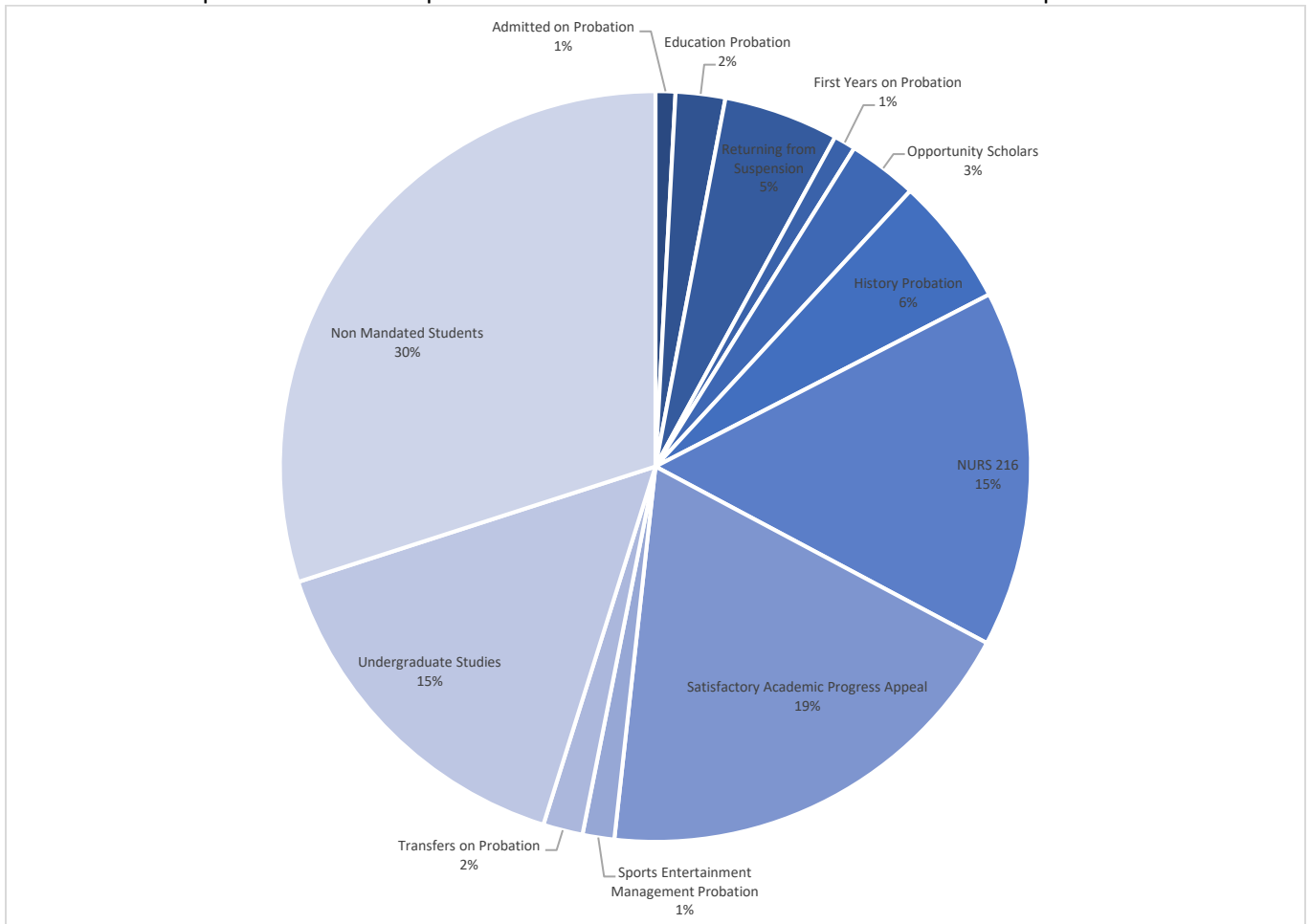What to Know about Academic Success Coaching
1. **Academic Success Coaches support high-risk students** that are mandated to meet with a Coach through campus policies and partnerships, as well as referred students.
2. **Coaches help students create a well-rounded Academic Plan for success in college**, focusing on:
   - General academic advisement
   - Academic strategies
   - Strengths identification
   - Campus involvement and engagement
   - Navigation of campus resources.
3. **Coaches do not tutor students in specific subjects**. Coaches focus on degree completion, not course completion. They help students with overall academic strategies, but do not help students with specific subject matter content.
4. **Coaches do NOT lift advisement holds.** Coaches discuss degree progress and academic advisement in the majority of their appointments, but do not officially advise students for registration. The UAC does lift the Academic Recovery hold for first-year students on probation and students returning from suspension who are mandated to meet with an Academic Success Coach.

5. The only students that are officially advised by Academic Success Coaches are students in the Undergraduate Studies Program. The Undergraduate Studies program will be discussed in Level 3.

How is Academic Success Coaching similar to and different from Academic Advising?

1. **Academic Advisors see the general population of students, while Academic Success Coaches see specific high-risk populations through various mandates with campus partners.** 80% of coaching appointments are mandated via these campus partnerships. Academic Coaching mandates include:
    *   First-Year Students on Academic Probation after their first semester
    *   Students appealing Satisfactory Academic Progress for Financial Aid
    *   Opportunity Scholars & Gamecock Guarantee students identified as academically at-risk
    *   Specific academic departments for students who fall below certain GPA requirements

Admitted on Probation 1%
Education Probation 2%
First Years on Probation 1%
Returning from Suspension 5%
Opportunity Scholars 3%
History Probation 6%
Non Mandated Students 30%
NURS 216 15%
Undergraduate Studies 15%
Satisfactory Academic Progress Appeal 19%
Transfers on Probation 2%
Sports Entertainment Management Probation 1%

2. **Coaching appointments are structured differently than Academic Advising appointments.** Coaches meet one-on-one with students in hour-long sessions. During these sessions, students identify strengths and challenges, and develop an Academic Plan for success. Coaches highly encourage students to schedule two follow up appointments, for a total of three coaching sessions.

    Data from Academic Coaching mandates during the 2015-2016 academic year shows that:

- 81% students who attended three or more coaching sessions had an increase in GPA
- 52% of students who did not attend a coaching appointment saw a decrease GPA
- Students who attended three appointments raised their semester GPA approximately .1 more than their peers who attended one or two coaching sessions.

	GPA Increase	No Change in GPA	GPA Decrease
No Coaching Appointments	45%	5%	52%
1 Coaching Appointment	56%	1%	43%
3+ Coaching Appointments	81%	2 %	17%

What to Tell Students

If you have an advisee who is required by mandate to meet with an Academic Success Coach, tell them to do the following:

1. Schedule and attend their appointment as early as possible. Students who do not attend their mandated appointment may have a registration hold placed on their account or other consequences. Available appointments fill quickly, especially near course registration time.
2. Complete any required paperwork prior to their appointment. Students should receive communication telling them what they need to complete and bring with them to their appointment. Students who do not have this prepared may have to return for a second appointment.
3. Consider scheduling follow-up Coaching appointments. This will allow time for additional academic support and planning for improved academic success & GPA.

If you are following along with Level 2, please go to Unit 5, section 2.

Advisor Guidebook

Unit 6: Undergraduate Students and Special Populations

This chapter includes:

Section 1: Undergraduate Students Overview

This section provides an overview of the undergraduate student population and the University's goals for undergraduate student retention and graduation.

Learning Outcomes
1. Describe the demographics of UofSC's undergraduate student population.
2. Identify the two University Academic Dashboard metrics related to student retention.

Undergraduate Student Overview
Who makes up the UofSC undergraduate student population?
In Fall 2017, the University of South Carolina enrolled approximately 25,100 (????) degree-seeking undergraduate students.

Of the undergraduate student population at UofSC:
- 54% are female and 46% are male

- 94% are age 24 and under

- 94% are enrolled in courses full-time

- Students from the state of South Carolina make up 52% of the student population. The top 5 states that out-of-state students were from are North Carolina, Maryland, Virginia, Georgia, and New Jersey.

- 387 undergraduate international students from over 50 countries enrolled. The top three countries that international students were from are China, Oman, and Saudi Arabia. The undergraduate international student population has grown 26% over the past four years.

- The top five enrolling colleges are: 1) College of Arts & Sciences, 2) Darla Moore School of Business, 3) College of Engineering & Computing, 4) College of Hospitality Retail & Sport Management, and 5) Arnold School of Public Health.

- 72% have an Institutional GPA of 3.0 or above and 14% have a 4.0 Institutional GPA

Undergraduate Student Retention
What are UofSC's Goals for Undergraduate Student Retention?
The University Academic Dashboard, introduced in spring 2012, provides a set of performance measures for the student body and faculty by which UofSC can monitor progress and benchmark against peer and peer aspirant institutions.

There are two metrics in the dashboard related to student retention:
1. Freshman to sophomore retention rate with a target of 90%
2. 6-year graduation rate with a target of 75%

The dashboard allowed for the development of strategies and allocation of resources to support achieving these targets.

Freshman to Sophomore Retention Rate
UofSC's freshmen to sophomore retention rate has increased since the dashboard was introduced. 86% of the 2010 freshman cohort returned for their sophomore year. Four years later, 88% of the 2014 freshman cohort returned for the fall 2015 semester. The goal is to reach a 90% freshman to sophomore retention rate.
This chart shows freshmen to sophomore retention rates and how UofSC compares to peer and aspirant institutions.
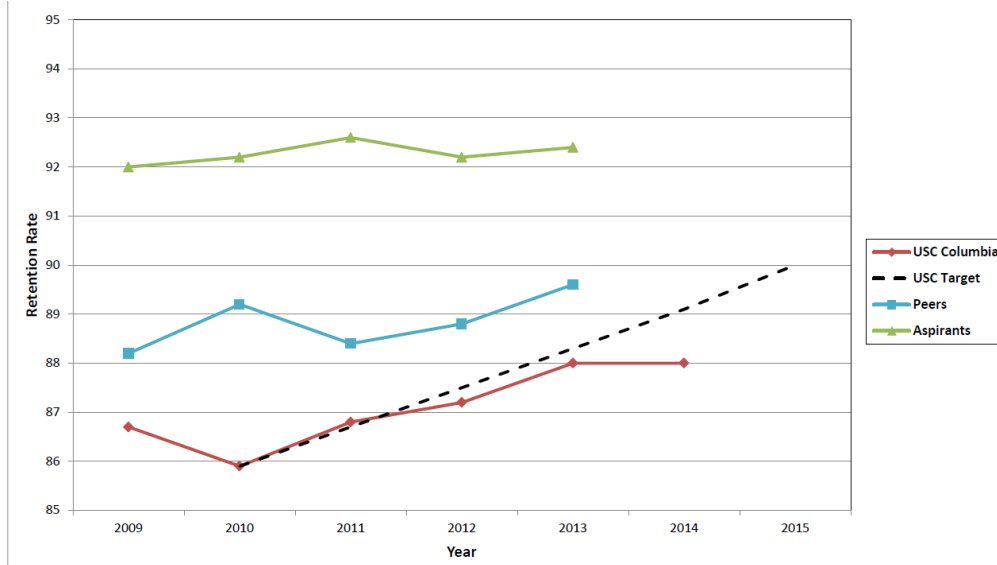
6-year Graduation Rates
The 6-year graduation rate increased nearly 5% between 2010 and 2012. Since 2012, the 6-year graduation rate has remained steady at an average 72.2%. The goal is to reach a 75% 6-year graduation rate.

This chart shows the recent 6-year graduation rates and how UofSC compares to peer and aspirant institutions.
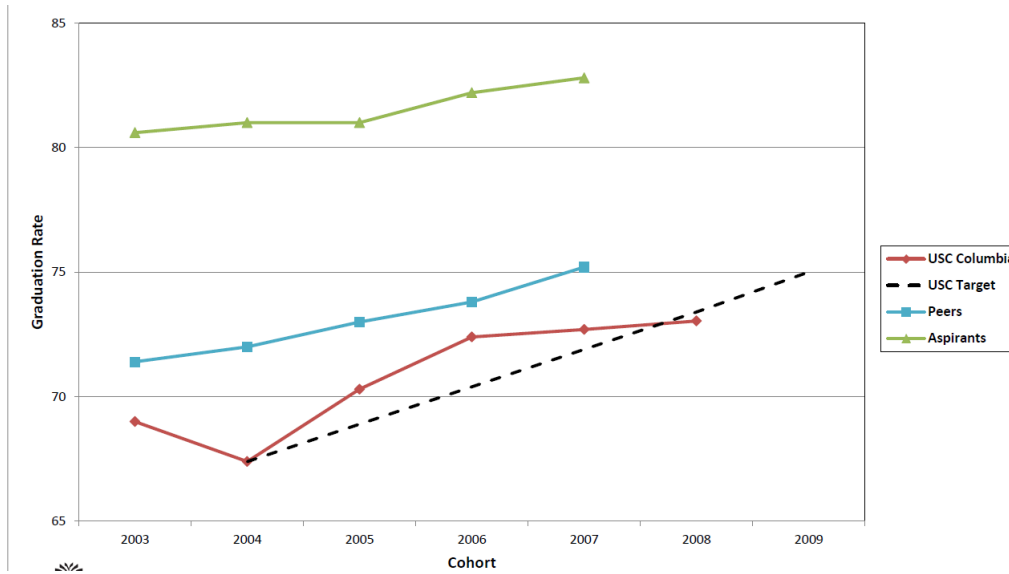
How is academic advising related to student retention?

Students admitted to UofSC have the potential to be successful. However, despite their abilities and knowledge, the support of advisors can have a significant impact on whether or not students return to UofSC each year.

NACADA Executive Director, Charlie L. Nutt (2003), describes academic advising as "the very core of successful institutional efforts to educate and retain students. For this reason, academic advising…should be viewed as the 'hub of the wheel' and not just one of the various isolated services provided for students…academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success."

As stated in UofSC's Advising Coordinating Taskforce report, "Academic advising includes guidance on curriculum choices, co-curricular opportunities, academic and career planning, and personal development. With national, state and local attention focused on the persistent rise in the cost of higher education, an array of changes to the curriculum, and expectations for timely degree completion, academic advising at Carolina has never been more important."

The following sections will look more in depth about specific student populations.

If you are following along with Advising Foundations, please go to Unit 7, section 1.

Resources

Advising Coordinating Taskforce. (2015). *RE-envisioning academic advising at the University of South Carolina.* Retrieved from the University of South Carolina. Retrieved from http://sc.edu/about/offices_and_divisions/advising/university_advising_center/index.php

[Graph illustrations of retention and graduation rates]. *Fall 2015 Provost Meeting Presentation Slides.* Retrieved from https://www.sc.edu/about/offices_and_divisions/provost/docs/provostmeetings/2015fall-provostmtgslides_web.pdf

Nutt, C.L. (2003). *Academic advising and student retention and persistence. NACADA Clearinghouse of Academic Advising Resources.* Retrieved from
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Retention.htm

Office of Institutional Research, Assessment, and Analytics. (2016, Oct). *2016-2017 Common Data Set.* Retrieved from http://ipr.sc.edu/cds/cds2016/cdsa2016.htm

UofSC Datawarehouse report. (2017, April). [Datawarehouse report for Fall 2016 Enrolled student Demographics by Major]. Retrieved from https://datawarehouse.sc.edu

Section 2: South Carolina Honors College

This section covers Honors College Students.

Learning Outcomes
1. Describe the **requirements** to graduate with honors from the Honors College.
2. Describe the role of the **Honors College Advisor**.
3. Identify helpful **online resources** for Honors College advisement.

Honors College Students
Who are UofSC's Honors College Students?
Honors College students are part of both the academic College for their program of study and the Honors College. In Fall 2017, there were just over 2,000 Honors College students, nearly 8% of the total undergraduate population. Most Honors College students enter as freshmen, but current UofSC and new transfer students may apply to transfer into the Honors College as well.

Advisement for Honors College Students
How are Honors College students advised?
Honors College students have both an assigned departmental academic advisor from the College for their academic program of study and an Honors College advisor. Honors College students receive priority registration, meaning that they are assigned a registration time that is earlier than the general student population.

Students meet with both advisors each semester for the following:
1. **Departmental Academic Advisor** – similar to all undergraduate students, Honors College students meet with their assigned Academic Advisor of record each semester for advisement toward their program of study. The departmental advisor removes the registration hold.
2. **Honors College Advisor** – students meet with their Honors College advisor to make sure they are meeting specific Honors College requirements. Advisors are assigned students according to their academic program of study. Honors College Advisors register students for Honors level courses. Students register for non-Honors courses during priority registration. Honors College Advisors do not remove registration holds.

Honors College students should meet with their departmental academic advisor prior to their Honors College advisor to assure that they are meeting requirements and progressing within their academic program of study.

What to know when advising Honors College Students
Two things to know when advising Honors College student are:
1. Students may pursue any major at UofSC. Honors College students also have the option of building their own major through the BARSC degree.
2. Students must meet minimum cumulative GPA requirements each semester. To graduate from the University with honors from the Honors College, students must have a 3.3 cumulative GPA, complete at least 45 hours of Honors course credits with grades of C or better, and complete a self-directed senior thesis or project.

It is important to note the difference between graduation with honors from the Honors College and graduation with honors based on Total Institutional GPA. Any student, including Honors College students, may earn GPA based graduation honors such as Summa Cum Laude, Magna Cum Laude, and Cum Laude. Only those students who are officially part of the Honors College may graduate with honors from the Honors College.

Honors College Advisement Resources
The Honors College provides helpful information on their website in the 'My Honors College' section including:

- A searchable database of honors courses offered each semester that meet the Carolina Core requirements.
- Honors College curriculum requirements, and
- Honors College Advising information

If you are following along with Level 1, please go to Unit 6, section 3.

Section 3: Pre-Professional Students

This section provides information on the Pre-Professional student population and advisement.

Learning Outcomes
1. Identify the three **pre-professional tracks** offered at UofSC.
2. Describe how to **refer** a student to the Office of Pre-Professional Advising.
3. Describe the general **academic and experiential requirements** for professional school admission.

Pre-Professional Students
Who are UofSC's Pre-Professional Students?
As mentioned in Module #5, pre-professional students plan to pursue a law or health related degree after completing their undergraduate degree. Students need to meet specific academic and experiential requirements in order to apply and be competitive for acceptance into a professional school program. At UofSC, students may pursue a pre-med, pre-health, or pre-law track.

Students may select a pre-professional track on their admissions application, but this information does not appear on their student records.

Advisement for Pre-Professional Students
How are Pre-Professional Students advised?
Students pursuing a pre-professional track are advised by their assigned academic advisor from their College each semester. Advisors in the Office of Pre-Professional Advising (OPPA) are available to meet with students to review undergraduate course requirements for professional school admission. Students are not required to meet with OPPA advisors, but it is highly encouraged. Academic Advisors should refer students to OPPA to learn more about the requirements for professional school admission. Referrals may be made online through Navigate.

What to know when advising Pre-Med or Pre-Health students
Three things to know when advising pre-med or pre-health students are:
1. While not a requirement, most students major in a science related field. Many of the courses required to complete their degree are also required for medical school acceptance.
2. Students may not be able to register for courses needed due to enrollment restrictions. Unless otherwise noted in Self Service Carolina, the student can request an override into the course through their dean's office as a pre-professional track student.
3. Exposure to the medical field is needed to be a competitive medical school applicant. Students can gain exposure through experiences such as job shadowing a medical professional and volunteering in clinics and hospitals.

What to know when advising Pre-Law students
 Four things to know when advising pre-law students are:
1. Students do not have specific course or experiential requirements for law school admission.
2. Students may pursue any major. It is most important that they pursue a major they are interested in and can do well in academically.
3. Students should pursue academic and engagement opportunities that will help them develop the communication, critical thinking, research, and leadership skills needed to be a successful

law professional.

4. Undergraduate GPA and LSAT scores are important factors to be competitive for admission to law school. Law schools also look to have diversity in academic majors and student experiences in their entering classes.

If you are following along with Level 1, please go to Unit 6, section 4.

Section 4: Student Athletes

This section provides information on advisement of Student Athletes.

Learning Outcomes
1. Describe the role of the **Athletics Academic Advisor**.
2. Identify the different **GPA requirements** that student athletes must meet.
3. Explain the NCAA degree progression requirement, the **"40/60/80"** rule.

Student Athletes

Who are UofSC's Student Athletes

For advisement purposes, student athletes are those students who are officially on the player roster of a NCAA Division I sports team at UofSC. These students have specific academic requirements and dedicated academic support services. Academic support services for student athletes include Athletics Academic Advisors, individual tutoring & mentoring, and learning specialists. All academic support for student athletes is located in the Dodie Academic Enrichment Center used by Athletics exclusively.

Advisement for Student Athletes

How are Student Athletes Advised?

Student athletes have both an assigned departmental academic advisor from the College for their academic program of study and an Athletics Academic Advisor. Student Athletes receive priority registration, meaning that they are assigned a registration time that is earlier than the general student population. This is important for student athletes as they need to be able to get in courses offered at times that work with the practice and game schedule for their sport.

Students meet with each advisors for the following:
3. **Departmental Academic Advisor** – similar to all undergraduate students, student athletes meet with their assigned Academic Advisor of record each semester for advisement toward their program of study. The departmental advisor removes the registration hold.
4. **Athletics Academic Advisor** – Athletics Academic Advisors provide support to student athletes and help make sure they stay on track to meet NCAA eligibility requirements. Athletic advising support also includes assisting student athletes with course and schedule planning so that their class schedules do not conflict with practice and game schedules.

What to Know When Advising Student Athletes

Two things to know when advising student athletes are:
1. In addition to University and academic program requirements, student athletes are also subject to NCAA academic rules and eligibility requirements. The NCAA requires that student athletes maintain a 2.0 GPA to stay on scholarship and practice. A 2.3 GPA is required to be eligible to compete.
2. Student athletes must also meet NCAA degree progression requirements known as "40/60/80" rule. This rule states that student athletes must complete 40% of degree requirements by the end of their second year and that increases by 20% for each year after through their five years of athletic eligibility. These eligibility requirements ensure that student athletes are making progress toward degree completion while competing in athletics at the collegiate level.

If you are following along with Level 1, please go to Unit 6, section 5.

Section 5: Opportunity Scholars Program Students

This section provides information about Opportunity Scholars Program (OSP) students.

Learning Outcomes
1. Describe the **Opportunity Scholars Program** and **program participants**.
2. Identify OSP **eligibility requirements**.
3. Describe the **academic requirements** of the program.

Opportunity Scholars Program
What is the Opportunity Scholars Program?
The Opportunity Scholars Program is part of the TRIO programs at UofSC. OSP provides support and an environment tailored to the needs of first-generation college students. Students are part of an intentional learning community that includes benefits such as specific sections of courses, mentorship, cultural enrichment opportunities, academic support, and financial education.

Students receive financial support through the Gamecock Guarantee. This program provides academically talented, low-income, first-generation college students from South Carolina an affordable opportunity to attend UofSC. The Gamecock Guarantee covers undergraduate tuition and technology fees for up to four years, as long as the student meets program criteria.

Who are Opportunity Scholars Program students?
OSP students are first-year freshmen who meet specific program eligibility requirements. *To participate, students must be* first-generation college students, South Carolina residents, and have financial need to receive Pell Grant funding.

In Fall 2017, there were about 450 students participating in the OSP program.

Advisement for OSP Students
How are OSP students advised?
OSP students have both an assigned departmental academic advisor from the College for their academic program of study and an OSP advisor.

Students meet with each advisor for the following:
5. **Departmental Advisor** – similar to all undergraduate students, OSP students meet with their assigned academic advisor of record each semester for advisement toward their program of study. The departmental advisor removes the registration hold.
6. **OSP Advisor** – OSP advisors serve as a mentor, providing both personal and academic support to students. They advise for OSP specific courses. Only first-year students receive formal advisement from their OSP Advisor.

What to know when advising OSP students
Two things to know when advising OSP students are:
1. First-year students are officially assigned to both the OSP academic advisor and departmental academic advisor in student information systems. The primary advisor is the First-Year academic advisor and the OSP academic advisor is the secondary advisor.

2. Students enroll in specific sections of courses taught by OSP instructors. These courses have limited enrollment capacity and are generally 100-Level courses that meet Carolina Core requirements. Courses sections will show as restricted to OSP. Students receive a tuition reduction when enrolling in at least three OSP courses for a semester.

OSP students should meet with their OSP academic advisor for advisement toward OSP specific courses prior to the departmental academic advisor for official advisement toward their academic program of study.

If you are following along with Level 1, please go to Unit 7, section 2.

Section 6: Transfer Students

This section will provide information on transfer students from both a national and UofSC perspective.

Learning Outcomes
1. Describe the growth in the transfer student population both nationally and at UofSC.
2. Identify the top four reasons students transfer to UofSC
3. Describe the three pathways for transferring between institutions.
4. Define and describe "transfer shock" that new transfer students experience.
5. Identify academic challenges and describe ways to support new transfer students.

Transfer Students
What is a Transfer Student?
As defined earlier in this level, a "transfer student" is a student who has attempted at least one college course at a regionally-accredited college or university after high school graduation prior to enrollment at the University of South Carolina.

How Has the Transfer Student Population Grown?
The transfer student population at UofSC has grown significantly over the past few years, mirroring a national trend of an increase in the number of transfer students enrolling in large public four-year institutions. Nationally, nearly 60% of college graduates have attended more than one higher education institution. Specifically at UofSC, there has been a 30% increase in the transfer student population since 2010. The transfer student population at UofSC now makes up 25% of the undergraduate graduating class.

Why Do Students Transfer to UofSC?
The Transfer Experience Survey completed by the Fall 2014 transfer student cohort, identify the top four reasons students transfer to UofSC are:
1. They want to attend a large university with many different resources
2. They want a specific major that is offered at UofSC
3. They always wanted to attend UofSC or are a family legacy
4. They were not admitted as a freshman

Transfer Pathways
How Do Students Transfer Between Institutions?
There are various ways that students transfer between institutions. Three common transfer pathways are:
- Lateral - is a transfer to the same type of institution. For example, a transfer from one 4-year institution to another 4-year institution.
- Vertical - is a transfer from a 2-year institution to a 4-year institution with the intent of completing a bachelor's degree
- Reverse - is a transfer from a 4-year institution to a 2-year institution.

Most UofSC transfer students transfer via a vertical pathway from a 2-year institution and the majority transfer from the South Carolina two-year technical college system. Advisors should have an understanding of the transfer pathways as it provides helpful information about the student's prior collegiate experience that can impact advisement.

How Can Transfer Students Be Identified?

All students are assigned an "Admit Type" upon admission that identifies their status or pathway of entering the University. Transfer students have distinct admit types that include:

- Transfer (TR) - traditional transfer students who follow the lateral or vertical transfer pathway
- Change of Campus-System (ST) – students who transfer to UofSC from another UofSC-System school
- Transfer Gamecock Gateway (TG) – students are part of the Gamecock Gateway program and transfer to UofSC via Midlands Technical College
- Transfer Readmit (RT) – students who are returning to UofSC after being away for at least one full semester and having taken classes at another institution

Advisors are able to see students' admit types in University student information systems.

- In Self Service Carolina, the admit type is found on the 'Student Information' page.
- In Navigate, information about the student's transfer status is found on the student profile page in the 'Categories' section.

Transfer Student Experience

What is "Transfer Shock"?

Many transfer students experience what is known as "transfer shock" that refers to a dip in their grades during the first semester at a new school. It typically results in a lower GPA and may lead to some transfer students' early departure from the new institution. Some of the conditions that contribute to this characteristic include:

- being overwhelmed by the new environment
- policy and procedure barriers such as a lack of transcript reviews prior to admission
- higher faculty and course expectations
- lack of knowledge about campus resources.

Transfer shock lessens after the first year and many transfer students are able to improve their grades and continue to complete their degree. At UofSC, 81% of first-year transfer students return the following year and nationally 65% of students who transfer from a two-year to a four-year institution graduate within 6-years.

Common Concerns of Transfer Students

New UofSC transfer students often have a limited adjustment period between admission, registration, and the start of classes. The most common concerns reported by incoming transfer students at UofSC include:

- campus size and navigating campus
- class size
- making friends
- lack of scholarships and other forms of financial aid
- time to graduation
- transfer course articulation

How to Support Transfer Students

Two academic challenges that new transfer students experience are:

1. Transfer coursework does not apply toward UofSC degree requirements

2. Late course registration with limited course availability

Not all transfer coursework may count toward degree requirements. Courses either may not have a UofSC course equivalency or may not be applied to the specific program of study. Transfer students will have a longer time to degree completion than anticipated. When meeting with student in this situation, advisors should:
1. Express empathy and understanding for the student's feelings and situation
2. Explain why courses did not apply, describing the course equivalency process and need to meet accreditation standards.
3. Focus on coursework that was applied and how it meets degree requirements
4. Develop a plan and timeframe for completing degree requirements

Additionally, new transfer students do not register for courses until after other enrolled UofSC students. This means that there is less flexibility in course selection and scheduling. When meeting with students in this situation, advisors should:
1. Acknowledge the challenge of getting into courses and having a reasonable schedule
2. Encourage students to check course availability often prior to the course drop/add deadline
3. Develop a list of alternate courses offered that will meet program requirements

Advisors may also refer transfer students to Exploratory Advising for additional support. Students can explore alternate program of study options that will allow them to take needed courses and complete their degree when expected.

If you are following along with Level 2, please go to Unit 7, section 4.

Section 7: ROTC

This section provides an overview of the ROTC programs at UofSC.

Learning Outcomes
1. Identify the **three ROTC programs** at UofSC.
2. Identify the **academic related requirements** for each ROTC program.

ROTC Programs at UofSC
What are the ROTC Programs at UofSC?
There are three ROTC programs at UofSC – Army, Airforce, and Navy. Marine Corps is an option within the Navy program. For each ROTC program, students have academic and military training requirements that must be met while completing their undergraduate degree. The goal of most students in these programs is to commission as an officer into their respective branch of the armed forces upon completion of their degree.

Advising Students in ROTC Programs
The ROTC programs expect students to know their ROTC specific academic requirements. Students should meet with their ROTC program advisor and prepare ROTC specific academic planning forms prior to meeting with their academic advisor.

It is very important that students progress toward completion of their degree as planned and speak with their ROTC program advisor if there are changes that will extend their time to degree. This is because most ROTC students have contractual military obligations and ROTC scholarship time limits. Students who want to change majors need to first speak with their ROTC advisor as these changes may impact time to degree and scholarship eligibility.

This section includes several subsections of information for each ROTC program. The section is broken down as follows:

- Section 7a – Army ROTC
- Section 7b – Navy ROTC
- Section 7c – Air Force ROTC

Section 7a: Army ROTC
This section provides information about ARMY ROTC program at UofSC.

Army ROTC
What to know about the Army ROTC Program
The Army ROTC program at UofSC has over 200 undergraduate student Cadets enrolled at UofSC-Columbia and six other institutions in South Carolina. It is the largest ROTC program at UofSC.

The first two years of the Army ROTC program, students complete the Basic Course that includes a series of Military Science (ARMY) courses taken each semester. Under certain circumstances, students may receive credit for Basic Course requirements upon entry into the program. After meeting the Basic Course requirements, students take the Advanced Course during their junior and senior year that

includes courses and completion of a summer training. Students in the Advanced Course have an 8-year military service obligation.

To learn more about the Army ROTC program and requirements related to academics, pause the video now and review the following resources:
- [Military Science program information](#) in the Undergraduate Academic Bulletin.
- 'Army ROTC 101' document found in the Advisor Blackboard Course.
- 'Army ROTC Commissioning Requirements' document found on Blackboard in the folder for this section.

Advising students in the Army ROTC Program
When advising students in the Army ROTC Program, it is important to know the following:
- **Planned Academic Program Worksheet (104-R Form)** – Army ROTC requires students to complete and/or update the 104-R form each year. The plan ensures that all degree and ARMY ROTC course requirements are accounted for and tracks student progression toward degree. Students should use major maps to complete this form and have it reviewed by the Army ROTC prior to their required academic advisement. If a student comes to advisement with a blank or incomplete form, it is not the academic advisor's responsibility to complete it. It is very important that this form is complete, correct, and signed off on by academic advisors each year as it is required by the Army. To learn more about the 104-R form and requirements, refer to the 'Preparing Your 104-R' document found on Blackboard in this folder for this section.
- **Basic and Advanced Courses** – students are required to complete Military Science courses (ARMY) for commissioning. Students who begin the program as a first semester freshman will have 29 hours of courses. Courses are taken in sequence and during a specific semester. Academic alignment for ARMY courses is very important and course levels need to match academic standing. For example, ARMY 301/302 are to be taken in the junior year and ARMY 401/402 taken in the senior year. The goal is for students to complete their ROTC requirements and their academic requirements at the same time.
- **Military Science Minor** –Army ROTC students should add the Military Science Minor as the course requirements make up the required [Professional Military Education (PME).](#)
- **Foreign Language Courses** – most ARMY ROTC students should plan to take foreign language courses before the end of their junior year.
- **Summer Courses** – students should not take summer courses between the junior and senior year as this is when they will attend the required summer training.

Section 7b: Navy ROTC
This section provides information about Navy ROTC programs at UofSC.

Navy ROTC
What to know about the Navy ROTC Program
The Navy ROTC (NROTC) program at UofSC has approximately 80-100 students whose goal is to commission as officers in the United States Navy or Marine Corps. Students may enter into NROTC programs through the sophomore year. Upon graduation, students have a minimum five-year active duty obligation.

While at UofSC, NROTC students are part of either the Navy-Marine Scholarship Program or the Navy-Marine College Program. Each program provides students different benefits and have specific academic

requirements. To learn more about the NROTC programs and requirements related to academics, pause the video now and read the following sections of the Navy ROTC Guidebook found on Blackboard in the folder for this section.

- Chapter 2: NROTC Programs, Options, and Curriculum
- Chapter 5-4: Mandatory Academic Study Hall
- Chapter 6-2: Textbooks and Equipment

In addition to the guidebook, UofSC's NROTC website provides a helpful 'FAQ' section that advisors are encouraged to review.

<u>Advising students in the Navy ROTC Program</u>
When advising students in the NROTC Program, it is important to know the following:
- **Degree Completion Plan (DCP)** – Students complete the DCP in their first term and it serves as a general guideline for on-time graduation. The main purpose is for students to develop a plan with their academic advisor and understand the milestones for degree progression and where NAVY requirements fit. Note: the DCP is not as formal or strict as the Army's 104R form. A copy of the form can be found on Blackboard in the folder for this section.
- **Naval Science Courses** – students are required to complete Naval Sciences courses (NAVY) for commissioning. Courses do not have to be taken in a specific order, nor is one a prerequisite for the following in a sequence. For example NAVY 201 is not a prerequisite for NAVY 202. The only exception is NAVY 402 (Leadership and Ethics) which must be taken the Spring term closest to graduation.
- **Naval Science Minor** – Most NROTC students elect to complete the Naval Science Minor as the NAVY classes taken for commissioning are included as minor requirements.
- **Required Courses** – The NROTC Program Curriculum Requirements Checklist should be used to identify all course requirements for Navy-Marine programs. A copy of the checklist can be found on Blackboard in the folder for this section.
  - o Students in the Navy Scholarship Program are required to complete MATH 141/142 by the end of their sophomore year and PHYS 211+L/212+L by end of their junior year.
  - o Students in the Navy College Program (non-scholarship) must take two semesters MATH 111 or higher by the end of their junior year and two physical science courses by the end of their senior year. Most College Program students take MATH 141/142 to be eligible for other 3- and 2-year Navy scholarships.
  - o Note: The required Calculus and Physics courses must be taken at UofSC. If a student previously earned credit for these courses, at least one in the series or higher must be taken at UofSC. For example, if a student earned AP credit for MATH 141 then MATH 142 must be taken at UofSC. If the student earned AP credit for MATH 141 and MATH 142, then the student would have to either take MATH 142 or MATH 241 at UofSC to meet the Navy scholarship requirement.
  - o Students in the Marine Program have fewer NAVY and academic course requirements than the Navy Program option. Refer to the checklist for Marine Program course requirements.
- **Summer Courses** – NROTC scholarship students are required to participate in summer trainings. This can make it difficult to take summer courses. Students who need to take summer courses should discuss options with their NROTC advisor. Non-scholarship students do not have summer commitments for the Navy and can easily take summer courses.

Section 7c: Air Force ROTC
This section provides information about Air Force ROTC programs at UofSC.

Air Force ROTC
What to know about the Air Force ROTC Program
The Air Force ROTC (AFROTC) program at UofSC has approximately 70 students whose goal is to commission as officers in the United States Air Force. AFROTC is typically a 4-year program, but can be completed in 3-years with a minimum of 6 semesters beginning in the fall term. Upon graduation, students have a minimum four-year active duty obligation in the United States Air Force.

The first two years of the AFROTC, students complete the General Military Course (GMC) that includes classes, leadership labs and physical training. Entry into the last two years of the course is competitive and is based on academic major, cumulative GPA, SAT/ACT scores, physical fitness assessment scores, and AFROTC class ranking. Students must also successfully complete a 3-week field training to continue in the Professional Officer Course (POC) that includes classes, leadership labs and physical training.

To learn more about the AFROTC programs and requirements related to academics, pause the video now and review the following resources:
- Aerospace Studies program information in the Undergraduate Academic Bulletin.
- 'What you can expect' information on the UofSC AFROTC website.

Links to program information can be found on Blackboard in the folder for this section.

Advising students in the Air Force ROTC Program
When advising students in the AFROTC Program, it is important to know the following:
- **Degree Completion Tracking** – AFROTC uses DegreeWorks to track and verify progression toward degree. It is important that advisors check and verify that the DegreeWorks audit is correct.
- **Aerospace Studies Courses** – students are required to complete Aerospace Studies courses (AERO) for commissioning. Courses are taken in sequence and include a class and leadership lab taken each semester. The 100/200 level classes are one credit hour and 300/400 level classes are 4 credit hour courses. Students are required to earn a C- or better in all Aerospace Studies courses.
- **Aerospace Studies Minor** –AFROTC students should add the Aerospace Studies Minor as the AERO classes taken for commissioning make up the minor requirements.
- **GPA Requirements** – students are required to maintain a minimum 2.5 semester and cumulative GPA.

If you are following along with Level 3, please go to Unit 6, section 8.

Section 8: Student Veterans

This section provides information about student veterans and support services at UofSC.

Learning Outcomes
1. Identify the **direct services and support** provided for student veterans at UofSC.
2. Describe the process for receiving and maintaining **veterans educational benefits**.
3. Describe **strategies** for providing support to student veterans.

Student Veterans
Who are student veterans at UofSC?
UofSC currently enrolls over 1,200 benefit using veterans, active duty service members, reservists, and their dependents as undergraduate and graduate students.

Veterans Educational Benefits
What are veterans educational benefits?
Veterans educational benefits are available for veterans, active duty servicemembers, and their family members who meet eligibility criteria. Benefits include such things as tuition & fees assistance and money for housing and books. Information on different benefits and eligibility can be viewed on UofSC's Veterans Services website.

How do students receive veteran educational benefits?
Eligible students must submit the online 'Enrollment Certification Request' form and any additional required documentation to be certified to receive benefits.

Two things to know about the benefit certification process are:
1. The form must be submitted each semester. There is a priority deadline to submit requests that ensures timely certification and benefit payment.
2. If the form is submitted for a tuition paying benefit but the VA does not make the payment to UofSC by the tuition payment deadline, the student's courses will not be dropped as payment is expected.

Advising Student Veterans
What to know when advising student veterans?
Three things to know when advising student veterans are:
1. Veterans, active duty service members, and reservists are eligible for priority registration. If the student receives veterans educational benefits, priority registration is automatic. If the student does not receive benefits, they must complete the 'Priority Registration for Veterans Request' form to receive a priority registration time.
2. Students who receive veterans educational benefits cannot be certified for courses that are not degree applicable or for which they have earned prior degree applicable credit. There may be times when an academic advisor will be asked to verify that a course is degree applicable including those taken pass/fail, internships, practicums, independent study, and distance education courses.
3. Students who receive veterans educational benefits must notify the Office of Veterans Services office of any changes that impact their enrollment status or program of study. This includes dropping from full-time to part-time student status and change of major.

Advisors are encouraged to contact the Office of Veterans Services directly with any questions regarding student veterans or If you are meeting with a student who receives veteran's educational benefits

Veteran Services at UofSC
Direct services and support for student veterans at UofSC are provided through the Office of Veterans Services in the Registrar's Office and veteran only resources through the Student Success Center.

What services are provided by the Office of Veterans Services?
The Office of Veterans Services helps students understand and receive veteran benefits for which they are eligible. The office serves as the University VA Certifying Official for educational benefits that veterans may receive.

What resources are provided by the Student Success Center?
The Student Success Center houses the Veteran's Lounge, a place for any military-affiliated student to relax between classes, grab a bite to eat and study with other student veterans. The center is located in the Student Success Center on the mezzanine level of the Thomas Cooper Library.

In addition, active duty, guard and reserve, veterans, and supporters may join the Student Veterans Association. The SVA provides educational, professional, community service, and social support to the University's student veterans and the community.

Supporting Student Veterans
How to support student veterans
Student veterans have unique life experiences and many face challenges as they transition from military to civilian and university life. According to a U.S. Department of Education report, on average veterans are 25 years old when they begin college, 52% have dependents, and 42% work full-time while in college. These statistics alone show that the student veteran college experience is different from many of their peers in the classroom.   It is helpful to have an understanding of those experiences and challenges to better be able to support student veterans.

It is recommended that you review the following article in NACADA's *Academic Advising Today* publication, the link to which can be found on Blackboard in the folder for this section.
The article you will review is:

> **"Providing Support to Service Members and Veterans through Advising Services"** by Nicole Lovald, *Academic Advising Today*.

In addition, academic advisors are encouraged to participate in the Green Zone training provided by Student Success Center staff through the University's Office of Organizational and Professional Development.

If you are following along with Level 3, please go to Unit 6, section 9.

Section 9: International Students

This section provides information about international students and support services.

Learning Outcomes
1. Identify the **three groups** of undergraduate international students at UofSC.
2. Summarize the **academic related requirements** for maintaining immigration status.
3. Describe **strategies** for working with international students.

International Students

Who are International Students at UofSC?

International students at UofSC are non-U.S. citizens who have specific student visa statuses and are enrolled in courses for credit. While there are many students at UofSC who are not native to the U.S. or have an international background, only those with a F or J visa status are officially counted as international students.

There are three groups of undergraduate international students at UofSC.
- **Undergraduate International Students** – students who enter directly into an academic program of study and intend to complete a 4-year degree at UofSC. These students are advised by academic advisors in their program of study.
- **International Exchange Students** – students who are participating in a study abroad type experience for 1-2 semesters at UofSC. The Study Abroad Office supports and provides advisement to students.
- **International Accelerator Program (IAP)** – most students are conditionally admitted and must demonstrate English language proficiency and meet academic requirements to become degree-seeking in their second year. They receive additional support from the IAP Office and take specific courses.

Information included in this training will focus on the Undergraduate International Students.

International Student Services

What is International Student Services?

The International Student Services (ISS) Office provides information and support to international students at UofSC. The main function of the office is to ensure immigration compliance and provide immigration advising. ISS advises students on maintaining their immigration status, work authorization, and cultural adaptation.

When to refer to International Student Services

Advisors should refer international students to ISS prior to them taking actions that may impact their immigration status. Students may also be referred for support with English language, academic, cultural or transitional issues.

How to refer students to International Student Services

Advisors are encouraged to have the student call the ISS office and schedule an appointment during their advisement session. There are also walk-in advising hours and online chat available.

International Student Services

Expand your Horizons

At USC, you are part of a diverse group of world citizens who create their academic success while also forging lifelong friendships and memories.

SC.edu » About » Offices and Divisions » International Student Services

International Student Services

- About
- Meet Our Staff
- Before You Arrive
- Arrival and Orientation
- Getting Involved On Campus
- Immigration
- Employment
- Forms Library

International students at USC are leaders, achievers, and world-changers. International Student Services extends a warm welcome to all of our Global Gamecocks!

International Student Services is here to help you understand and make the most of your immigration status in the United States. We are your go-to resource for all things immigration related, particularly when it relates to F-1 and J-1 visas. The advisors at ISS are your resource and guide when it comes to immigration and cultural matters so that you can achieve your educational and personal goals in the U.S.

But there is fun to be had while you are an international student in the U.S. International Student Services strives to make your experience engaging and entertaining through cultural events, day trips throughout the Southeast, and more.

The staff at International Student Services loves to learn about our students' cultures, and we hope to hear your story while you're here. We're here to help, so email us, give us a call, or come by during our walk-in hours!

Walk-In and Online Advising Hours

Walk-In Advising Hours

Tuesday - Thursday

1 to 4 p.m.

Online chat is also available to USC international students on Mondays from 1 to 4 p.m. Your USC ID is required. **Click here** to speak with an immigration advisor.

Our Mission Statement

Advising International Students

What to know when advising undergraduate international students

The most important thing to know when advising international students is that the highest priority should be maintaining their legal immigration status. Four academic related requirements for maintaining immigration status are:

1. **Full-time enrollment** - International students must be enrolled full-time. If a student needs to drop below 12 credit hours, they should never do so without speaking to someone in ISS first.

   Note: Students who have specific academic circumstances that necessitate enrollment in fewer than 12 credit hours must submit the 'Exemption for Full-Time Enrollment Request' form.3 that includes a portion that must be completed by an academic advisor. Students with a medical

related circumstance must submit the 'Medical Reduced Course Load' form. This form does not require an advisor signature.

2. **Limited online or distance course enrollment** - Only one online or distance course can count toward hours needed for full-time enrollment. International students must take at least nine credit hours of traditional in-class courses if they are enrolled in an online course.

3. **Change of Major** – International students who want to change their major should first meet with ISS. Some international students have restrictions on the major they can pursue. Typically, these students are sponsored by their government to pursue a specific degree and may lose funding if they change their major.

4. **Progression toward degree completion** - If an international student will graduate later than initially expected, they will need to meet with ISS to get an extension on their immigration documents.

Additionally, International students have restrictions on their ability to work while studying at UofSC. This includes internships required for their program of study. Some students may participate in Curricular Practical Training (CPT) that allows students to complete an internship, research, or a co-op that is a part of their academic program. If you meet with an international student who wants to work while in the U.S., refer them to ISS to discuss their options while maintaining their immigration status.

Supporting International Students
How to support international students
International students face unique challenges including language and communication barriers, differences in academic norms and expectations, and cultural differences. Awareness of these differences, adapting advising approaches, and incorporating specific strategies are key when advising international students.

We recommend that you review the following two outside resources. The document links can be found on Blackboard in the folder for this section.

The two documents you will review are:
1. **"Tips for Successful Communication with International Students"** created by Boston University International Students & Scholars Office.
2. **"Advising from the Heart: Six Strategies for Working with International Students"** by Jinglin Guo, *Academic Advising Today*.

These documents will provide you with helpful information and strategies to use when advising international students.

In addition, academic advisors are encouraged to participate in the 'Carolina Intercultural Training' led by International Student Services staff.

If you are following along with Level 3, please go to Unit 7, section 3.

Unit 7: Advising Profession and Practice

This chapter includes:

Section 1: Academic Advisor Training and Certification

This section addresses the importance of training Academic Advisors and provides an overview of the Advisor Training & Certification program.

Learning Outcomes
1. Describe the importance of training academic advisors.
2. Describe UofSC's Advisor Training and Certification Program.

Why is Training Academic Advisors Important?
A main purpose of academic advising is to provide accurate academic information related to course selection and progression toward degree. Students view their academic advisor as a trusted official information source and someone they can reach out to for guidance. Therefore, it is important for advisors to know and provide correct information during advisement.

The Advising Coordinating Taskforce surveyed academic advisors at UofSC asking them to indicate perceived levels of importance, competence, and practice of advising related topics. Two specific topics surveyed were policies and procedures and referrals to campus offices.

Survey results showed the following:
1. Policies and Procedures: 86% believe advising students on policies and procedures is important. However, only 65% believe they are competent in this area and only 54% indicate they practice this in their advising sessions.
2. Referrals: 78% believe that referrals are important. Only 54% indicate they feel competent in this area and even fewer, 35%, make referrals when advising students.

Advisors were also asked about training received for their advising role. Responses showed that 30% do not feel they are adequately trained. And, faculty advisors indicate they feel less well-trained than professional staff advisors. Having nearly a third of advisors feeling as if they are not trained well enough is too high when knowing and providing correct information is imperative.

By providing a comprehensive training program for all academic advisors, it is a goal that they will feel adequately trained and the gap between belief of importance, competence, and practice of advising related topics will become smaller.

UofSC's Advisor Training & Certification Program
The Academic Advisor Training and Certification Program is a hybrid online and in-person training providing the knowledge and skills needed to effectively support and guide students to degree completion.

The guiding framework for UofSC's training program is based on four components of effective advising training as supported by NACADA (Habley, 1995; McClellen, 2007). It includes seven core competency areas that are common for all who advise at UofSC. The core competency areas include: 1) Advising at UofSC, 2) Policies & Procedures, 3) Academic Programs & Requirements, 4) Advising Technology, 5) Campus Resources, 6) Undergraduate Students and Special Populations, and 7) Advising Profession & Practice.

Training includes this Advising Foundations level covering the essentials of advisement and is required to gain new access to advising technologies such as DegreeWorks and EAB/Navigate. There are four additional levels of training, each leading to certification.

Please note that the training program does not cover college curriculum or specific degree requirements. Because every program is different, academic advisors must learn curriculum within their respective college.

If you are following along with Advising Foundations – CONGRATULATIONS! You have completed the modules for Advising Foundations. Please ensure that you submit the quizzes in Blackboard.

Section 2: Professional Organizations and UofSC Specific Resources

This section introduces the National Academic Advising Association and UofSC specific resources for academic advisors.

Learning Outcomes
1. Describe the professional development opportunities and resources provided by NACADA.
2. Describe the professional development opportunities and resources provided by USofC.

There are various organizations and resources that provide training & education, research, and professional development opportunities to support academic advisors.

National Academic Advising Association
What is the National Academic Advising Association (NACADA)?
NACADA is the leading professional association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

Three ways that NACADA provides opportunities and resources to academic advisors include:

1. Hosting professional development events including national and regional conferences, institutes, seminars, and webinars. South Carolina is part of the Mid-South Region 3 community.
2. Providing resources and publications including the online *Clearinghouse of Academic Advising Resources* which houses articles on over 250 advising related topics. Publications include the biannual NACADA Journal, the quarterly e-zine *Academic Advising Today*, and topic based listservs*.*
3. Facilitating networking and leadership opportunities. NACADA Commissions and Interest Groups provide an opportunity to network with others with similar academic or specific student population interests in advising. Advisory Boards and Committees allow advisors to serve in leadership roles that support the NACADA Executive Office.

UofSC Specific Advisor Resources
What are UofSC Specific Advisor Resources?
UofSC seeks to provide professional staff and faculty advisors with training and resources that support their role in guiding students to degree completion. Four advisor resources at UofSC are:

1. UofSC Advisor Training & Certification Program
2. UofSC System Advisors Educational Conference
3. UofSC Advisors Listserv
4. University Advisors Network (UAN)

What is the UofSC Advisor Training & Certification Program?
The UofSC Advisor Training & Certification Program provides a standardized, competency based training for academic advisors. It includes both online courses and in-person training and professional development workshops that lead to certification.

1. **Online Training Courses.** Includes five courses, each with seven competency areas that cover the understanding, knowledge, and skills needed to effectively advise students. Advisors begin with the Advising Foundations course covering the essentials of advisement. The next four courses include

online training and experiential components that when completed, lead to certification at each course level.

2. **In-Person training and workshops.** In-person sessions are offered throughout the year to provide advisors with key updates to curriculum and policy, training on advising technology, and professional development covering advising best practices.

The goal is that every academic advisor on campus will complete training and receive certification.

What is the UofSC System Advisors Educational Conference?
The UofSC System Advisors Educational Conference is an annual one-day conference held early in the spring semester. Hosted at UofSC-Columbia, the conference is open to all UofSC System campus academic advisors.

The conference allows for professional development through networking, session attendance, and session presentation.

- Networking. Over 200 academic advisors and student support staff from the UofSC system campuses attend the conference. This is an opportunity to create connections, share ideas, and support each other.
- Session attendance. Advisors choose to attend presentations of interest from a concurrent session format.
- Session presentation. Advisors are invited to submit conference presentation proposals related to the overall conference theme.

Information about the UofSC System Advisors Educational Conference and requests for presentation proposals are sent out via the UofSC Advisors' Listserv.

What is the UofSC Advisors' Listserv?
The week UofSC Advisors Listserv email provides the advising community with important, often time sensitive information related to advising. Messages include curriculum and policy updates, important dates and deadlines, course specific information, and campus partner news. Academic advisors should subscribe to the listserv by contacting the University Advising Center.

What is the University Advisors Network (UAN)?
The University Advisors Network (UAN) is the coordinating council for advisors at UofSC and includes representatives from each college. UAN members are liaisons, responsible for sharing campus-wide information with their college advisors regarding updates, policies, and practices that affect advising.

Academic advisors should stay up to date on the research, issues, and trends specific to academic advising and higher education in general. Being informed equips academic advisors to better serve students. As you learn something new or discover a helpful resource, share that information with your colleagues so that all can benefit and develop professionally.

If you are following along with Level 1, please go to Unit 7, section 3.

Section 3: NACADA Core Competencies

This section introduces and describes the NACADA Academic Advising Core Competencies Model.

Learning Outcomes
1. Describe the purpose of the NACADA Academic Advising Core Competencies Model
2. Identify the three content area components of the model.
3. Describe core competencies included within each component of the model.

NACADA Academic Advising Core Competencies Model

What is the NACADA Academic Advising Core Competencies Model?
Introduced in 2017, the NACADA Academic Advising Core Competencies Model identifies three foundational content areas and the core competencies under each that academic advisors must know and demonstrate in their work. The purpose of this model is to:

1. Identify the broad range of understanding, knowledge, and skills that support academic advising
2. Guide professional development
3. Promote the contributions of advising to student development, progress, and success.

What are the three content area components of the model?
The three content area components of the NACADA Academic Advising Core Competencies Model are conceptual, informational, and relational. These components were first introduced as the three essential elements of an effective academic advisor training program and are the foundation of UofSC's Academic Advising Training and Certification Program (Habley, 1987).

1. The **Conceptual** component provides context and covers the ideas and theories that advisors must understand to effectively advise students.
2. The **Informational** component covers the facts or knowledge advisors must have to correctly advise students toward a program of study.
3. The **Relational** component provides the interpersonal and relational skills that advisors must demonstrate in the advising process.

What are the core competencies included within each component?
Core competencies for each component include:

1. **Conceptual:**
   - The history and role of academic advising in higher education
   - Theory relevant to academic advising
   - Academic advising approaches and strategies
   - Expected outcomes of academic advising

2. **Informational:**
   - Curriculum, degree programs, and other academic requirements and options
   - Institution specifc policies, procedures, rules and regulations
   - The characteristics, needs, and experiences of major and emerging student populations
   - Information technology applicable to advising roles

3. **Relational:**
   - Articulate a personal philosophy of advising
   - Create rapport and build academic advising relationships
   - Promote student understanding of the logic and purpose of the curriculum
   - Enage in ongoing assessment and development of self and the advising practice

Why is this model important to my role as an academic advisor at UofSC?
The NACADA Academic Advising Core Competencies Model is important in that it articulates the wide scope of understanding, knowledge, and skills academic advisors must have to be effective in their professional role. It helps "to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning" (NACADA, 2017).

Academic Advisors who complete all requirements for the UofSC Academic Advisor Training and Certification program will meet the competencies for each component of the model.

If you are following along with Level 1 – CONGRATULATIONS! You have completed the modules for Level 1. Please ensure that you submit the quizzes in Blackboard.

Resources:
Habley, W. R. (1987). Academic Advising Conference: Outline and Notes. The ACT National Center for the Advancement of Educational Practices. (pp. 33-34). Iowa City, IA: ACT. Retrieved from www.nacada.ksu.edu/Portals/0/Clearinghouse/advisingissues/documents/AcademicAdvisingConferenceOutlineandNotes.pdf.

McClellan, J.L. (2007). Content Components for Advisor Training: Revisited. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx

NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

Section 4: The 30-Minute Advisor Workflow

This section will go over an example of a workflow for a 30-minute advising appointment.

Learning Outcomes
1. Describe the advisor's action items in preparation for advising appointments (Pre-Session).
2. Summarize the goals for fall and spring advising appointments.
3. Describe the advisor's action items for the three phases during the advising appointment (During-Session).
4. Describe the advisor's action items to complete after the advising appointment (Post-Session).

Just as students bring with them their own goals, personalities and needs, so, too, does each advisor bring their own advising style. However, when it comes to establishing a standard of practice for your 30-minute advising appointments, we wanted to offer a glimpse at some suggested best practices and invite you to take a moment to plan your own.

We asked Sarah Jusiewicz from the College of Engineering and Computing to share her strategies and workflow for student appointments.

Conducting an advising session involves three parts:
Pre-session preparation; During-session action items; and Post-session follow up. Let's walk through best practices in each portion to learn more about how to maximize your 30-minute appointment.

PRE-SESSION
Before advising begins, you may want to set goals for your advising sessions that can frame your focus and determine the outcomes of the conversation. A fall appointment may have different outcomes than appointments in the spring.

Goals for Fall/First Semester Appointments include:
- Establishing rapport with the student and introducing your role
- Learning about the student's academic and career goals that impact curriculum decisions (i.e. study abroad, internships, pre-professional, early graduation, minors etc.)
- Instructing the student on how and when to register
- Assessing the student's commitment to the major
- Making referrals to appropriate resources

Goals for Spring/Second Semester Appointments include:
- Developing, reviewing and coaching the student through the plan for on-time progression toward degree
- Explaining program curricula using DegreeWorks, the Bulletin, and Major Maps
- Overviewing specific college policies and procedures

In time before the appointment, take a look at the notes and insights that already exist for a student. This includes:
1. Reviewing the student's record in DegreeWorks and in any files your college may maintain.
2. Utilizing Self Service Carolina to determine the student's registration status, including holds, registration time ticket, and more.
3. Viewing the notes Navigate from prior advisement sessions. You'll also see referrals made for the student.

Once you've collected insights from our technology platforms, gather your materials. This may include:
- Major Maps and other advisement forms.
- College-specific information pieces.
- Forms that require the student's signature.

Colleges across the university have developed Major Maps that provide an ideal four-year plan for students. However, these plans must be tailored to the individual student, particularly when a student enters UofSC with college credit.

Utilize your pre-session time to complete the Major Map in advance. Preparing before the appointment will reduce mis-advisement and lower the chances of a rushed conversation or a quickly developed graduation plan.

DURING-SESSION
First, while it may be obvious, be sure there is a clock easily viewable so that you can keep track of time. You want to stay on schedule without the student feeling like their appointment was rushed or cut short.

First 7-10 minutes
Establishing and building rapport is essential to the advisee-advisor relationship. Getting students to talk early sets the expectation that they are there to participate. Build a connection with the student, but keep in mind the goals you developed before the appointment.

To start conversation, look for cues from the student and current events on campus. Does the student have any stickers on their book bag or computer? Is there an important event happening in your college or in the life of the university? Utilizing these cues can help conversation flow.

Assessing the student's commitment to their major is essential to your advising conversation and the referrals that follow. To ease into the topic, choose a currently enrolled course that is a foundational for their major. Gauge their interest in this course, and ask the student to estimate a grade they would give themselves. If the student seems unsure, ask the question—"How do you feel about your major right now?"

Throughout your conversation, remind students that this is their educational experience and that you are here to support them, provide information, and direct them to resources. Initially, students may struggle with being a participant in the advising conversation and lean heavily on you to tell them next steps.

Before you move into course advisement, ask what else needs to be considered when choosing classes (i.e., credit hours for scholarships, study abroad, pre-professional, early graduation, ROTC, etc.). It is up to the advisor to help the student see the finish line from the beginning!

Next 10-15 Minutes
Your initial conversation has helped you discover the context clues for what needs to be discussed.
If you advise for a major that has flexibility in options of courses, now is the time to discuss those options. Advise the student for courses they should take while always giving ownership back to the student.

Spend a few moments talking about the curriculum using DegreeWorks and Major Maps, and ask the student what courses they believe should be taken next. Prompt them with questions like: "Are you anticipating taking summer classes?" or "Do you find that taking 15 hours a semester is the right amount for your success?"

In the first advising appointment with a student, it is particularly important that you show students how, when, and where to register for classes. If possible, use a tablet or have students use their own device to log into Self Service Carolina and see their registration details in the Registration Checklist.

Last 5-10 Minutes
This is a great opportunity to introduce an action item. Connect the student to one campus resource. Challenge them to use this resource and then follow-up either in the next appointment or at an agreed upon timing. If you need to refer the student to another office, explain how this office will assist them and that they can expect to be contacted by the office. Encourage the student to reach out to the referral office directly as well. Before departing, show the student where to find a record of their recommended course schedule in DegreeWorks and how they can get back in touch with you.

POST-SESSION
Recording insights from the appointment is essential. In the peak of advisement, you may not be able to get your notes entered immediately, so be sure to allot time for notes entry in your schedule.

You may find it most beneficial to type the recommended course schedule into DegreeWorks as the session progresses. At the end of the appointment, print a copy of the audit that includes the recommended course schedule for the student.

Use the Advising Report function in Navigate to record notes and observations during or immediately after the appointment. If you are referring the student, select "Issue an Alert" to submit the referral to the other office.

You might also elect to take notes by hand as you talk with the student and devote the last portion of your day to entering notes in DegreeWorks and Pathfinder.

Sending follow up e-mails reaffirms the value of your conversation. Have a follow-up email template saved in your Outlook account. If time allows, you may want to choose the delay send option so that the student receives it at a later time.

If you feel it is appropriate, you may want to send a link to the Post-Advising Appointment Survey (provided by the University Advising Center) in your follow up communications.

This workflow has proven valuable for my advising sessions, and I hope it has provided insights that you can use in your next appointment!

If you are following along with Level 2, CONGRATULATIONS - you have reached the end of the modules! Please complete any follow up necessary to complete Level 2 Certification.

Section 5: Council for the Advancement of Standards in Higher Education (CAS): Standards for Academic Advising Programs

This section provides information about CAS Standards related to academic advising.

Learning Outcomes
1. Describe the **purpose** of the Council for the Advancement of Standards in Higher Education (CAS).
2. Describe the **purpose** of the CAS standards for Academic Advising Programs.
3. Identify the **baseline expectations** for Academic Advising Programs.

The Council for the Advancement of Standards in Higher Education (CAS)
What is the Council for the Advancement of Standards in Higher Education (CAS)?
CAS is a consortium of higher education professional associations, including NACADA, that creates and promotes standards, guidelines, and assessment plans "for the development, assessment, and improvement of quality student learning, programs, and services" (www.cas.edu).

The *CAS Professional Standards for Higher Education* book covers the 45 functional areas including Academic Advising programs.

CAS Standards for Academic Advising Programs
What are the CAS standards for Academic Advising Programs?
The CAS standards are one of four "Pillar" documents of academic advising endorsed by NACADA. CAS guidelines state that, "The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence" (CAS AAP Standards). The CAS standards outline the expectations for professional academic advising practice.
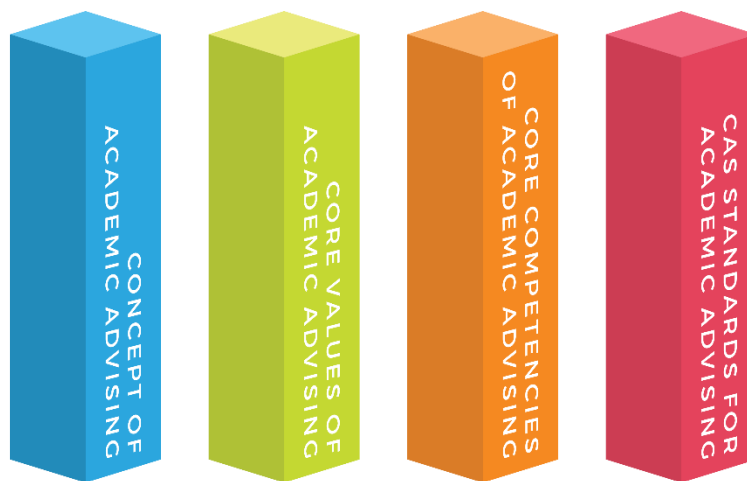
Pillars of Academic Advising

To complete this section, you will need to review the "**CAS Standards for Academic Advising Programs**" document. The document links can be found on Blackboard in the folder for this section.

Note: When reviewing the document, the **bold** print are '**must**' statements and are baseline expectations for programs. The regular print are 'should' statements for program excellence.

Resources:
CAS Standards for Academic Advising Programs. Retrieved July 10, 2018 from http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0

If you are following along with Level 3, please go to Unit 7, section 6.

Section 6: Evolution of Academic Advising Profession and Practice

This section provides information about the history & evolution of the academic advising profession & practice.

Learning Outcomes
1. Identify the **three trends** that influenced the development of academic advising in the United States.
2. Describe the **four advising eras** in the evolution of the academic advising profession.

The Evolution of Academic Advising
It is important that academic advisors have a general understanding of the evolution of their profession and practice. History and the changing structure of higher education has greatly shaped the profession in the United States over the past two centuries. Having knowledge of what has influenced the profession to be what it is today is critical for positive growth and change in the future.

The book, *Beyond Foundations: Developing as a Master Academic Advisor*, includes a comprehensive introductory chapter, "The Evolution of Academic Advising as a Practice and as a Profession". This chapter provides a comprehensive overview of the history of academic advising in the United States from the pre-revolutionary era to today and looking into the future.

Resource:
Himes, H. & Schulenberg, J. (2016). The evolution of academic advising as a practice and as a profession. In Grites, T.J, Miller, M.A., Voler, J.G. (Eds.), *Beyond foundations: Developing as a master academic advisor* (pp. 1-20). San Francisco, CA.

If you are following along with Level 3, CONGRATULATIONS – you have reached the end of the modules! Please ensure you have completed the quizzes in Blackboard and continue to complete the steps necessary for Level 3 certification.