



## *Academic Advising Syllabus: Advising As Teaching in Action*

# Webinar Handout

## NOTES

Webinar objectives: Participants will learn how:

1. Academic advising can be viewed as a teaching and learning process
2. Academic Advising can be articulated to the campus community
3. An advising syllabus can create a campus culture of “advising as teaching and learning”
4. An advising syllabus provides an avenue for articulating student learning outcomes for academic advising
5. An advising syllabus is developed
6. An advising syllabus can be implemented on campus.
7. Advising syllabi are being utilized at institutions in a variety of formats

Traditional view of academic advising: service activity

- Students were “receivers” of services: “prescriptive advising”
- “Developmental advising” focus on the “whole student” but still service

Academic advising now defined as “teaching and learning” not “service”

- closely tied to the instructional mission of the institution.
- clearly sets student roles and responsibilities for learning
- sees advisors as “teachers” in the academic advising relationship

“NACADA Concept of Academic Advising” defines advising as an instructional process, not a service activity (see Concept Handout).

Three major student learning outcomes involved in academic advising:

- become members of their higher education community
- think critically about their roles and responsibilities as students
- prepare to be educated citizens of a democratic society and a global community.

Institutions focused on student success realize that academic advising is key. The advising curriculum includes, but is not limited, to:

- the institution’s mission, culture and expectations;
- the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum;
- modes of thinking, learning, and decision-making;
- the selection of academic programs and courses;
- the development of life and career goals;
- campus/community resources, policies, and procedures;
- and the transferability of skills and knowledge.

Clear definition of the academic advising curriculum is essential. The curriculum:

- States that instructional methods, strategies and techniques may vary
- Encourages advisors and students to recognize that academic advising is delivered in many ways
- Helps students understand the variety of learning modes they will experience
- Defines student learning outcomes so that students understand what they are expected to learn from their advising experiences

An advising syllabus can be a catalyst for important conversations about the role of advising including exploration of:

- the role of advisors as teachers
- academic advising as a discipline with a curriculum and pedagogy
- communication of advisee learning expectations, roles, and responsibilities
- how academic advising helps students navigate educational experiences
- philosophical discussions on the theory and purpose of advising
- advisor's philosophy of advising

An academic advising syllabus provides an explicit "road map" for students. Without a syllabus, students may not understand their job in the advising relationship.

Eight criteria for an academic advising syllabus:

1. be relevant to the campus/unit for which it is developed
2. meet the campus guidelines of all academic syllabi
3. clearly define academic advising and articulate the advising curriculum
4. include all contact information for the advisor and/or advising unit
5. delineate the responsibilities and expectations for the advisor and the variety of learning experiences advisees can use to master the curriculum
6. clearly articulate the responsibilities and expectations for the advisees
7. include the expected student learning outcomes for the advising experience; what students are expected to KNOW, be able to DO, and VALUE or APPRECIATE as a result of the academic advising experience
8. include the material, resources, tools, and other services students need to get the most out of the advising experiences

Trabant (2006) (<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/syllabus101.htm>) shares cautions for syllabus development/implementation:

1. The campus may not expect an advising syllabus; use it to build a culture of understanding of advising from a teaching and learning perspective
2. Finding one easy place to distribute the syllabus may be difficult
3. Cultural shifts take time and hard work
4. Some on campus may feel this is an inappropriate use of a classroom tool
5. Consequences for not meeting learning outcomes are not easily articulated
6. It is crucial to find a balance between what we feel students must know about advising and what is vital information
7. Carefully develop a plan to measure syllabus utilization and effectiveness

# National Academic Advising Association *Concept of Academic Advising*

## INTRODUCTION

The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:

- **Concept of Academic Advising**  
(<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm>)
- **Statement of Core Values** (<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>)
- **Council for the Advancement of Standards in Higher Education Standards and Guidelines for Academic Advising**  
(<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm>)

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

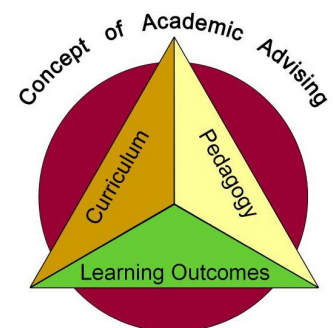
They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

## PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).



## **THE CURRICULUM OF ACADEMIC ADVISING**

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

## **THE PEDAGOGY OF ACADEMIC ADVISING**

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

## **STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING**

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

## **SUMMARY**

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.





## *Academic Advising Syllabus: Advising As Teaching in Action*

# Webinar Discussion Questions

The following questions will be presented during the Webinar as "Polls." Possible answers are provided for individual participants as well as those who will be viewing as a group. Participants who will be viewing as a group may wish to discuss the questions prior to the event to be prepared to give their answers to the polls, or may wish to use them to facilitate follow-up discussion after the broadcast.

### **Are you currently using an Advising Syllabus?**

- I am not currently using an Advising Syllabus and had never really thought about doing so before seeing the title of this Webinar.
- I have been thinking about using an Advising Syllabus and hope today's broadcast will give me information about how to move forward in that.
- I am currently using an Advising Syllabus
- No one in our viewing group currently uses an Advising Syllabus.
- Some members of our viewing group use an Advising Syllabus.
- We all use an Advising Syllabus.

### **Have you written out and articulated your philosophy of advising?**

- I have neither written out nor discussed my advising philosophy.
- I have written out my philosophy for advising.
- I have both written out and discussed my philosophy for advising.
- The majority of our viewing group has neither written out nor discussed our philosophies for advising.
- The majority of our viewing group has written out our philosophies for advising.
- The majority of our viewing group has both written out and discussed our advising philosophies.

The following **SAMPLE Advising Syllabus** was provided by:

**Karen Thurmond**  
The University of Memphis  
Memphis, TN

sample

## Syllabus for Academic Advising

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to.”

(*Alice in Wonderland*, Chapter VI, P 64; Carroll, 1960)

### Center for Academic Transition

<http://academics.memphis.edu/cat>

Wilder Tower Room 500

Office Hours: 8:00 AM to 4:30 PM or by appointment

Remote appointments welcomed.

Appointments may be made by calling 901-678-2783 or 1-800-678-2783

Normal advising appointments are 1 hour; please reschedule your appointment if you have to be more than fifteen minutes late.

Advisor on call for quick questions Monday through Friday 8:00 AM to 4:30 PM

Your advisor:

**Karen Thurmond (email address) xxx-xxxx; cell phone xxx-xxxx; AIM=xxxxxx;  
MSN=xxxxxx; Yahoo Messenger=xxxxxx**

Other CAT Advisors who may assist you in my absence:

Yolanda Mathews (email address)

Barbara Thompson (email address)

### Texts, Reading, Materials needed for academic advising

Catalog online at <http://academics.memphis.edu/bulletin>

Student handbook online at <http://academics.memphis.edu/handbook>

Degree sheets for major/degree programs

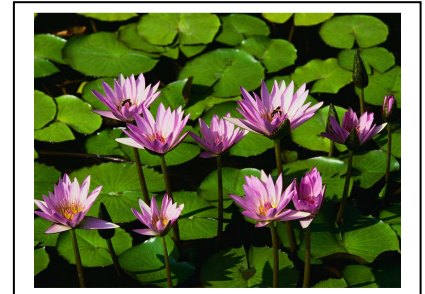
General education guidelines online at <http://academics.memphis.edu/gened>

Other readings assigned especially to you (for example):

1. career and professional organization websites
2. movies that inspire
3. fiction and non fiction that pertains to the student's interests

### My philosophy concerning academic advising: Objectives for academic advising

Academic advising is the process wherein you and I together set goals for your academic, professional, and personal life. I believe that higher education will change your life for the better if you set goals and strive to achieve them. In fact, I consider change a necessary part of the process of higher education. As you pursue this degree, you have the power to make changes that will set the course for a lifetime of learning. My hope is that I can help you set those goals and encourage you to pursue and reach them. I will help in whatever way I can, but I will expect you to be in charge of reaching the goals.



Insert your picture, office or university logo here

## **Calendar for Academic Advising**

When making appointments, use the following guidelines for meeting with your advisor.

During the Fall semester – call for appointment in October

During the Spring semester – call for appointment in March

During the Summer semester – call for an appointment in June or July

Students seeking academic advising may make an appointment any time at all. Since academic advising does not depend on registration and course selection for relevance, making an appointment for an advising session has no particular connection to registration dates. Come in early in the semester for the best possible selection of appointment times. Since the University requires that you receive advisor clearance in order to register, use the Calendar for Academic Advising above to make decisions concerning preparing for registration by the time it begins.

Dates and deadlines for registration related activities are printed each semester at:

<http://enrollment.memphis.edu/registrationcenter>

## **Learning in Academic Advising**

**This section of the syllabus is left blank to record our learning objectives for academic advising.**

**What students can learn through academic advising (pertains to institutional mission for academic advising) at The University of Memphis**

- 1. understand the aims and purposes of higher education**
- 2. identify educational and career goals**
- 3. integration of services to accomplish the goals of academic advising (collaboration)**

**What you can learn in academic advising. (This space left open to record academic and personal goals that are developed in the advising relationship) for example: (some goals that I have worked on with particular students)**

- 1. how your interests connect to academic majors**
- 2. the point of all those general education courses**
- 3. the University is not too big for you if you can find your place**
- 4. people are more likely to help you if you ask for help**
- 5. doing things on time makes your life easier**
- 6. the art of setting priorities (a skill for now and for later)**
- 7. the art and science of dealing with faculty members (a skill for now and for later)**
- 8. balancing family and school**
- 9. balancing family, work, and school (including knowing when you CAN'T do it all)**
- 10. do the “stuff” that is hard for you first (my favorite)**

The following **SAMPLE Advising Syllabus** was provided by:

**Tim Champardé**  
Lansing Community College  
Lansing, MI

## **Syllabus for Nursing Advising Seminar**

Presenters: Margie Clark, Nursing Careers Department  
Tim Champardé & Joan Tirak, Faculty Advisors,  
Counseling & Advising Services  
Lansing Community College

"Teaching compassion is not like teaching history.  
We must have a sense of caring for one another."

The Dalai Lama

### The Definition and Role of Advising:

**"Like teaching, advising is a learning-centered process of communication involving the exchange of knowledge and ideas that supports a three-part dynamic of learning:**

- 1) clarifying attainable *Goals*,**
- 2) fostering *Power* that results from the harnessing of accurate information, and**
- 3) creating effective *Strategies* to realize personal, academic, and career expectations."**

### Purpose of Session:

- To guide students, faculty and staff towards a better understanding of the requirements for getting accepted into the LPN/RN associate degree program;
- To share strategies that increase the chances for students' being accepted into the program;
- To review some of the processes and expectations of the nursing program itself; and
- To examine various transfer and career options available to LCC RN graduates.

### Learning Objectives:

- 1) To understand the basis for general education core requirements and to appreciate their application to the nursing field.
- 2) To survey a variety of certificates and degrees and transfer curricula available in nursing and related health careers.
- 3) To begin setting personal and career goals consistent with the requirements of the nursing profession.
- 4) To teach students how to utilize the information and resources needed to more critically evaluate their goals and strategies.
- 5) To model different strategies needed for goal attainment.
  - a. To effectively calculate grade point average and utilize other strategies for improvement of one's status for selective admissions.

- b. To assess whether course work done at a previous college will help or hinder your chances of getting into LCC's nursing program.
  - c. To determine whether obtaining an associates degree is a viable goal
- 6) To demonstrate what was learned in this session using a simple evaluation method.

“Texts”:

- 1) Lansing Community College catalogs: <http://www.lcc.edu/catalog/>
- 2) Lansing Community College Nursing Admission Requirements:  
<http://www.lcc.edu/nursing/nursing/index.htm>
- 3) Lansing Community College transfer guides:  
<http://www.lcc.edu/transfer/guides>

Resources:

- 1) Career exploration resources <http://www.lcc.edu/ces/>
- 2) “Advising Resources Guide”  
[http://www.lcc.edu/advising/resources\\_guide.pdf](http://www.lcc.edu/advising/resources_guide.pdf)
- 3) Goal setting assistance  
<http://www.nacada.ksu.edu/Clearinghouse/Links/Goal-Setting.htm>
- 4) “Discover Nursing” - resources for nursing scholarships, career info and more  
<http://www.google.com/u/lcc?q=Community+%26+Allied+Health+Dept&sa=Search>
- 5) Scholarship information  
[http://www.lcc.edu/nursing/nursing/scholarship\\_information/](http://www.lcc.edu/nursing/nursing/scholarship_information/)

Bibliography:

- 1) **Academic Advising: A Comprehensive Handbook**  
The “bible” of advising from the National Academic Advising Association  
<http://www.nacada.ksu.edu/Publications/jbbook.htm>
- 2) **Faculty Advising Examined: Enhancing the Potential of College Faculty as Advisors**  
Over a dozen different authors’ perspectives on revitalizing faculty advising  
[http://www.amazon.com/exec/obidos/ASIN/1882982630/qid=1113146275/sr=2-1/ref=pd\\_bbs\\_b\\_2\\_1/002-9505914-9459220](http://www.amazon.com/exec/obidos/ASIN/1882982630/qid=1113146275/sr=2-1/ref=pd_bbs_b_2_1/002-9505914-9459220)
- 3) **Making the Most of College**  
Great resource for people involved in guiding students, and for students to find ways to personal, academic, and career success.  
<http://www.hup.harvard.edu/catalog/LIGMAK.html>

4) **The Pathfinder**

Great book for self-exploration, setting goals, etc.

<http://www.powells.com/cgi-bin/biblio?inkey=7-0684823993-5>

5) **What Color is Your Parachute?**

Classic book with resources for everything job related.

<http://www.amazon.com/exec/obidos/tg/detail/-/1580084605/002-3267434-1864829?v=glance>

Contacts:

- 1) Nursing Careers Department, Margie Clark, Chair, (phone #), (email address), <http://www.lcc.edu/nursing>
- 2) Counseling & Advising Services, Tim Champardé, Faculty Advisor, (phone #), (email address), <http://www.lcc.edu/~collart>, <http://www.lcc.edu/advising/index.shtml>
- 3) Counseling & Advising Services, Joan Tirak, Faculty Advisor, (phone #), (email address), <http://www.lcc.edu/advising/index.shtml>

Means for evaluation of learning: (see Pre-Nursing Quiz)

# Advising Syllabus, 2006-2007

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(608) 265-5460 for appointments in all locations

[www.ccas.wisc.edu](http://www.ccas.wisc.edu)

## **Main office:**

10 Ingraham Hall, hours: 8:00a.m. – 5:00 p.m. Monday – Friday

## **Residence Hall offices:**

Hours vary

Chadbourne Residential College, Room 103

Witte Hall, Room 109

Sellery Hall, Room 37

Lakeshore area/ Bradley Hall, Res Life Office

## **The Exploration Center for Majors & Careers (EC):**

6 Ingraham Hall, hours: 9:00am-4:00pm, Monday – Friday, (608) 265-4497

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## **CCAS ADVISING PHILOSOPHY:**

At CCAS, our role is to help you find the information, self-knowledge, and experiences that will move your life in the directions you choose. CCAS advisors will not “prescribe” answers or programs to you. We encourage you to find academic areas that you enjoy and do well in. Extracurricular experiences are integral to career and academic development, and we encourage you to seek opportunities outside of the classroom. We believe academic advising is a collaborative process, and ultimately, you – the student – are responsible for your educational experience.

## **EXPECTATIONS OF STUDENTS:**

Your CCAS Advisor expects you to:

- schedule regular appointments and/or contacts during each semester
- come to appointments prepared with questions and/or topics to discuss
- accept responsibility for your decisions and actions
- be open to developing and clarifying your personal values and goals
- research college programs, policies, procedures, and opportunities as appropriate
- keep a record of your academic progress and goals
- be courteous & plan ahead (schedule appointments early and cancel or reschedule if necessary)

## **EXPECTATIONS OF ADVISORS:**

You can expect your CCAS Advisor to:

- understand UW-Madison degree requirements, and effectively communicate them
- provide a safe space in which to share your thoughts, aspirations, concerns, and interests
- provide resources and referrals
- listen carefully to your questions, concerns, and confusions
- maintain confidentiality
- encourage and support you as you gain the skills and knowledge necessary for success
- assist you in making course and major decisions

## **RECOMMENDED ADVISING RESOURCES TO REVIEW:**

Cross-College Advising Service online: [www.ccas.wisc.edu](http://www.ccas.wisc.edu)

UW-Madison's Advising Toolkit: [www.wisc.edu/advise](http://www.wisc.edu/advise)

## **ADDITIONAL RESOURCES RECOMMENDED TO YOU:**

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## **SAFE ZONE**

CCAS advisors actively create an open, respectful, and supportive environment for all people. We serve students of all abilities, sexual orientations, genders, races, cultures, and socio-economic statuses.

## YOUR TWO-YEAR ADVISING CALENDAR

### Summer 2006

When	What
At SOAR	Meet your CCAS Advisor and plan for Fall semester

### Fall 2006

When	What
9/1	CCAS Freshman Orientation (required)
9/4 thru 9/13	Walk-in advising available for quick questions
October	<b>October is Advising Month!</b> Make individual advising appt. for longer discussions and planning.
10/25	MAJORS FAIR! Meet & talk with 70+ depts. and programs. Free food! Great Hall, Memorial Union, 3:30-5:30
Sept-Nov.	Begin to think about what you'd like to do after graduation. Visit the Exploration Center to meet with career advisor, join a career workshop, explore your options!
Early November	Required Pre-Registration meetings for Freshman
November/December	Walk-in & group advising in Residence Halls
November/December	Register online

### Spring 2007

When	What
January	Consider your first semester--how are your interests developing? Are you still on the right path? Do you need to meet with an advisor to discuss/clarify?
1/16 thru 1/24	Walk-in advising available for quick questions
February – April	Meet with a career advisor in the Exploration Center, or participate in a workshop to explore your career interests and options.
March	<b>March is Advising Month!</b> Make individual advising appt. to discuss areas of interest, strengths and goals.
April	Walk-in & group advising in Residence Halls
April/May	Register online

### Summer 2007

Research, experience, and explore: considering your first year outcomes, what else do you need to know to move forward? Consider internships, employment, travel, reading, informational interviews, volunteering, and more to clarify your interests and goals. For a handout of ideas, visit [www.ccas.wisc.edu](http://www.ccas.wisc.edu).

### Fall 2007

When	What
9/4 thru 9/12	Walk-in advising available for quick questions
September	Develop a tentative timeline for gathering information and making decisions. Start narrowing your options.
September - October	Attend career, job, and graduate/professional school fairs to network and conduct research
Sept. – November	Visit the Exploration Center--continue your career planning
October	<b>October is Advising Month!</b> Make individual advising appt. to discuss strengths, goals, and additional research needs. Come up with a timeline for decisions.
Early November	Walk-in & group advising in Residence Halls
November/December	Register online

### Spring 2008

When	What
1/22 thru 1/30	Walk-in advising available for quick questions
March	<b>March is Advising Month!</b> Make individual advising appt. to discuss timeline, strengths and goals. Options should be narrowed to stay on four-year plan.
February – April	How do your interests match the world of work? Visit the Exploration Center to develop your career plans.
April	Walk-in and group advising in Residence Halls
April	Register online

## OBJECTIVES &

### EXPECTED STUDENT OUTCOMES of ADVISING RELATIONSHIPS

Below are broad issues each student will grapple with during college. Discuss ways you can achieve these outcomes with your academic and/or career advisor.

#### First Year

- Explore your academic and career interests
- Explore interpersonal factors (interests, personality) related to academic and career goals
- Make sound decisions regarding campus choices
- Use multiple resources to maximize your undergraduate experience (advisors, student orgs, study groups, volunteering, electives, etc.)
- Clarify your personal values, especially as they relate to academic and career choices
- Assess your skills and strengths

#### Second Year

- Consider narrowing your interests or studying one of them in more depth
- Meet with an advisor in the major(s) that you're considering
- Continue assessing your skills, strengths, and interests
- Explore connections between your interests and strengths and potential careers
- Arrange for experiences that will help you clarify your goals and interests, including part-time employment, meeting with faculty and staff, shadowing a professional in a field of interest to you, studying abroad, volunteering, or applying for internships

#### Third Year

- Make decisions – it's a lifelong skill!
- Discover how your interests and skills apply to the world of work
- Research multiple career options to find best fit
- Network with at least three people who work in a field of interest to you
- Identify education and/or additional skills you'll need to attain employment or training in your field (is grad school for you?)
- Be able to articulate what you're studying and why

#### Fourth Year

- Research employment or grad school options and start applying
- Understand skills employers and grad schools seek
- Be able to market your skills and education to employers
- Continue networking
- Continue assessing your options

**Academic Advising Syllabus  
Office of College Advising  
University of Southern California**

<b>Advisor:</b>	Carlos C. Cervantes, M.A.
<b>Office:</b>	3501 Trousdale Parkway, THH 278 Los Angeles, CA 90087
<b>Phone:</b>	(213) 740-2534
<b>E-mail:</b>	ccervant@usc.edu
<b>Advising Hours:</b>	Varies semester to semester. Consult with advisor.
<b>Text/Materials:</b>	University Catalogue (available online: <a href="http://www.usc.edu/catalogue">www.usc.edu/catalogue</a> ) SCampus OASIS ( <a href="https://camel2.usc.edu/OASIS/Login.aspx">https://camel2.usc.edu/OASIS/Login.aspx</a> ) StARS Report (Student Academic Record Report) Listserv Sign-up The College Advisement Form USC.edu Email Account

### **Academic Advising Description/Definition**

Academic advising is an educational process that facilitates students' understanding of the meaning and purpose of higher education. It fosters intellectual and personal development toward academic success and lifelong learning (NACADA, 2004).

At USC, academic advising provides students with the opportunity to build interpersonal relationships with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the resources and services that are available to them on the UPC campus.

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting and ensuring academic, personal, and career goals. This partnership requires proactive participation and involvement by both parties. This partnership is a process that is built over the student's entire educational career at USC. Both parties have clear responsibilities for ensuring that this partnership is successful.

### **Advisor Responsibilities –What You Can Expect**

You can expect me as your advisor to:

- Protect and secure the integrity of the USC degree by enforcing all university and departmental policies and requirements
- Treat you with respect and as an adult
- Understand and effectively communicate the curriculum, requirements, and academic policies and procedures. If I do not know the answer to a question, that I will find the answer or the resource that will answer your question and reply in a timely manner
- Encourage and guide you to define and develop clear and realistic educational plans
- Provide you with information about campus resources and services
- Encourage and guide you in gaining the skills to access the resources and services that are available to you via OASIS, USC.edu web site, or university offices
- Assist you in understanding the purpose and goals of higher education and its effects on your life and personal goals
- Monitor and accurately document your progress toward meeting your educational goals
- Be accessible for meetings during office hours, by appointment, telephone, or email
- Assist you in gaining decision-making skills and in assuming responsibility for your educational plans and decisions
- Maintain confidentiality (will not discuss issues with parents or non-university persons without your written permission; will respond to academic questions only via usc.edu email accounts)
- Assist you in working with, and developing relationships with faculty and instructors

## Advisee Responsibilities – What You are Expected to Do

As an advisee, you have clear responsibilities in this partnership in order to be successful:

- Schedule regular appointments or make regular contacts with advisor during each semester
- Come prepared to each appointment or walk-in with questions or materials for discussion
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a specific concern
- Refrain from asking for academic advise from friends, classmates, or parents
- Keep a personal record of your progress toward YOUR academic goals
- Organize documents in a way that enables you to access them when needed
- Be proactive in checking often the electronic resources via OASIS to keep track of your academic progress
- Become knowledgeable about college programs, degree requirements, policies, and procedures
- Complete all assignments or recommendations from your advisor
- Gather all relevant information before making decisions that affect your educational goals
- Clarify personal values and goals and provide advisor with accurate and truthful information regarding your interests and abilities
- **ACCEPT RESPONSIBILITY FOR YOUR DECISIONS AND YOUR ACTIONS (or INACTIONS)** that affect your educational progress and goals

## Expected Student Learning Outcomes for the Academic Advising Experience

Through the advising experience at USC,

- You will demonstrate the ability to make effective decisions concerning your degree and career goals
- You will develop an educational plan for successfully achieving your goals and select courses each semester to progress toward fulfilling your goals
- You will demonstrate an understanding of the value of the USC degree through the value of the general education requirements and major/minor requirements
- You will utilize the resources and services on campus to assist you in achieving your academic, personal, and career goals
- You will make use of referrals to campus resources as needed
- You will be able to accurately read and effectively utilize a degree audit through the use of the StARS report in your educational planning (available in OASIS).
- You will graduate in a timely manner based on your educational plans

## Demonstrating Your Achievement of Learning Outcomes

In order to accurately measure and document that you have achieved the learning outcomes of your advising, you and the advisor will develop an on-going file of your advising work. This file will consist of a variety of documents including your basic contact information, your semester progress reports (The College Advisement Record), copies of emails, and a variety of documents that you and the advisor will develop together to demonstrate your academic goals.



**Don't Miss Important Announcement about your Degree Program(s)**  
**Sign up to the email list-serv! (It's voluntary)**  
**Instructions**

I have two academic email listservs, "USC College Language Advising," (for Spanish students) and "USC French and Italian Advising" that will have important academic related topics such as degree-progress items, graduation, advising, registration, class cancellations and additions, etc. This email will be used less often than the third email list that is called "Jobs and Opportunities" email and its content will be substantially different.

All three email lists will allow you to "opt in" or "opt out" automatically. This feature will make joining the email list truly voluntary assuring that the information that I send out goes only to those persons who want to receive them. If you miss an import announcement (which will be sent by e-mail) then you might consider adding yourself to this list. If you do not add yourself to the list then I will assume that you are not interested in receiving these emails. The only emails that non-subscribers will receive from me will be those that are sent specifically to them.

For all students: emails that have your last name on the "Subject" line will suggest that they are very important and should be read promptly.

Thanks!  
Best regards,  
Carlos Cervantes  
Humanities Advisor  
(213) 740-2534  
ccervant@usc.edu

\*\*\*\*\*

To add yourself to any of the lists, you must send an email for each individual list to the same server: [listproc@usc.edu](mailto:listproc@usc.edu). The message-body should be in plain text (not in HTML and without signatures, smiley faces or attachments, please). You should receive a subscription confirmation email within minutes. The server will not process incorrect requests. Please follow the instructions on the confirmation email if you want to unsubscribe at any time.

\*\*\*\*\*

**SPANISH MAJORS/MINORS.**

**Type on the body of the email the following command line:**

SUBSCRIBE usclangadvising-L

\*\*\*\*\*

**FRENCH AND ITALIAN MAJORS/MINORS.**

**Type on the body of the email the following command line:**

SUBSCRIBE uscbandiadvicing-L

\*\*\*\*\*

**JOBS AND OPPORTUNITIES (All interested persons regardless of degree objectives).**

**Type on the body of the email the following command line:**

SUBSCRIBE uscjando-L

ADVISING LISTSERV\* (NEW LOOK!)  
Compiled from various sources  
Sent on most Fridays or Mondays  
(or on Special Dates as determined by events) §

=====  
Comments are welcome: [ccervant@usc.edu](mailto:ccervant@usc.edu).  
Subscription and security information can be found at the end of this email.  
=====

This issue includes events for:

1. Advising News
2. USC Campus Events
3. USC Scholarships, Fellowships, & Grants
4. Security and Subscription Information

\*Contact the sources directly for more information.

- =====  
1. ADVISING NEWS  
=====

- =====  
2. USC CAMPUS EVENTS  
=====

- =====  
3. USC SCHOLARSHIPS, FELLOWSHIPS, & GRANTS  
=====

- =====  
4. SECURITY AND SUBSCRIPTION INFORMATION  
=====

////////////////////////////////////  
////////////////////////////////////  
JOBS AND OPPORTUNITIES\*

Compiled from various sources  
Sent on most Fridays or Mondays §

=====  
Submissions to this list are welcome: [ccervant@usc.edu](mailto:ccervant@usc.edu). Share Freely.  
Subscription and security information can be found at the end of this email.  
=====

This issue includes events for:

1. University of Southern California (USC)
2. UC, Cal State, & other Schools
3. Jobs, Internships, Volunteer, & Related Opportunities
4. Scholarships, Fellowships, & Grants
5. Conferences & Call for Papers
6. Other

\*Contact the sources directly for more information.

- =====  
1. USC CAMPUS  
=====

- =====  
2. UC, CAL STATE, & OTHER SCHOOLS  
=====

- =====  
3. JOBS, INTERNSHIPS, VOLUNTEER, & RELATED OPPORTUNITIES  
=====

- =====  
4. SCHOLARSHIPS, FELLOWSHIPS, & GRANTS  
=====

- =====  
5. CONFERENCES & CALL FOR PAPERS  
=====

- =====  
6. OTHER  
=====

- =====  
7. SECURITY AND SUBSCRIPTION INFORMATION  
=====

§ The Jobs and Opportunities email list has not be approved, reviewed, or endorsed by USC.

§ To unsubscribe: Send mail to [listproc@usc.edu](mailto:listproc@usc.edu) in plain text with the message body of "SIGNOFF uscjando-L(without the quotations, of course). The subject does not matter. You will receive automated confirmations for successful signups and for "signoffs."

§ USC students and staff: USC deactivates "@usc.edu" email accounts shortly after leaving the campus. Please update your email upon leaving campus to ensure future delivery of this list.

§ These lists are sometimes long, please clean your email inboxes frequently to ensure delivery of announcements. Non-functioning emails will be deleted.

§ NEVER OPEN attachments that "appear" to come from the list. Jobs and Opportunities mailings are sent without attachments.

**STUDENT INFORMATION FOR MINOR**

Name: \_\_\_\_\_

USC ID#: \_\_\_\_\_

Date of declaration of minor: \_\_\_\_\_

Expected date of graduation: \_\_\_\_\_

Minor Applying For? (circle one): SPAN

FREN

ITAL

Major: \_\_\_\_\_

Double Minor: \_\_\_\_\_

Double Major: \_\_\_\_\_

AP Level Lang: \_\_\_\_\_ AP Level Lit: \_\_\_\_\_

Thematic Option: No \_\_\_ / Yes \_\_\_

SAT II: \_\_\_\_\_ IB: \_\_\_\_\_

USC Foreign Language Exam: \_\_\_\_\_

Previous Experience in the language in high school and/or college (include name of school(s), year(s), grades(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check (√) all areas of the CORE that you have COMPLETED:  
Use IP (In-Progress) when appropriate. If in T/O, skip this part:

**GENERAL EDUCATION REQUIREMENTS**

Cat I:  Cat II:  Cat III:

Cat IV:  Cat V:  Cat VI:

**LANGUAGE REQUIREMENT**

I:  II:  III:

**DIVERSITY REQUIREMENT**

Diversity Requirement:

**WRITING REQUIREMENT**

Writing 140:   
Writing 340:

\*\*\*\*\*FOR ADVISOR\*\*\*\*\*

Catalogue year: \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

USC Units: \_\_\_\_\_ College Units: \_\_\_\_\_

USC GPA: \_\_\_\_\_

*Please, print clearly.*

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Permanent Phone: \_\_\_\_\_ \*USC E-mail: \_\_\_\_\_

**\*Emails about student academic issues will be sent to the @usc.edu email only.**

**LOCAL ADDRESS INFORMATION**

Semester/Year: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

# ACADEMIC ADVISING

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The Academic Advising and Planning Center (AAPC) is dedicated to creating an atmosphere in which students can discover their potential, set and reach individual goals, explore and plan appropriate academic programs of study, and prepare for the declaration of major in their chosen discipline.

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**Office:** 2<sup>nd</sup> floor of the Lightsey Center

**Hours:** Monday through Friday 8:30 – 5:00

**Phone:** (843)953-5981

**Internet:** [www.cofc.edu/~advising/advise.htm](http://www.cofc.edu/~advising/advise.htm)

## **Advising Resources and Supplies:**

- Academic Advising Student Portfolio. Please bring your portfolio to all advising appointments
- Cougar Trail, including the degree audit, unofficial transcript, registration status and holds.
- Course catalog, which includes institutional policies and procedures, major/minor requirements, and course listings. (Online: [www.cofc.edu/about/publications.html](http://www.cofc.edu/about/publications.html))
- College of Charleston New Student Guidebook
- GPA calculators: [www.cofc.edu/~undrgrad/GPA.html](http://www.cofc.edu/~undrgrad/GPA.html)

## **Objectives of Advising:**

- Understand general education and institutional requirements both in and out of your major.
- Understand the value of a liberal arts and sciences education.
- Understand the relationship between your chosen major and your career plans.
- Use the resources available to you on campus, such as the Center for Student Learning, Career Services, and Counseling Services.
- Explore extracurricular activities to enhance your education and overall college experience.

### To accomplish these objectives **your advisor** will:

- Assist you in exploring areas of study and corresponding career options in order to help you choose appropriate majors, minors, and concentrations.
- Actively listen to your questions and concerns and take steps to provide information and support as needed.
- Explain institutional policies and procedures, general education requirements, academic programs, and student services.
- Refer you to campus services, organizations, and faculty and staff members as needed to facilitate academic performance and enhance your college experience.
- Provide accurate, relevant information to you as it becomes available.
- Demonstrate how to use advising tools, such as Cougar Trail functions, degree worksheets and navigators, and GPA calculators.
- Assist you in establishing goals and help you track your progress towards those goals.
- Create a safe, positive environment in which you are free to explore ideas and interests regarding personal, academic, and career goals.
- Communicate with you via your Edisto email account and advising appointments.
- Assist you in the development of decision-making skills, self-evaluation skills, and educational plans.

### To accomplish these objectives **you** will:

- Explore different majors and career options that accompany them. Reflect on your interests and values to pick a discipline that is a good fit for you.
- Attend Advising appointments as scheduled, at least once per semester. Bring a list of questions or areas of interest to discuss.
- Be aware of the contents of the Advising portfolio and bring it to all Advising appointments.
- Use campus services, such as the Center for Student Learning and Career Services, talk to faculty and staff members as needed, and explore extracurricular activities in order to facilitate your academic achievement.
- Follow-up on referrals and inform your advisor of the outcome of referrals.
- Use advising tools, Cougar Trail, College websites, and the Course Catalog to gather information and track your academic progress.
- Be thoughtful about your educational plan. Set short and long-term goals for your achievement.
- Meet with your major advisor, pre-professional advisor(s), professors and other individuals on campus who can help you succeed.
- Check your Edisto email account on a regular basis. Attend appointments as scheduled.
- Accept responsibility for your decisions and actions.

- Maintain confidentiality.

### ***Policies and Procedures for Advising:***

- Appointments are scheduled by calling the AAPC (843-953-5981) or stopping by from 8:30 a.m. to 5:00 p.m., Monday through Friday. Please do not use email to schedule appointments.
- You are more than welcome to “walk-in” to meet with your advisor. However, he/she may not be available to see you, and an appointment may have to be scheduled.
- If you know that you will be unable to attend an appointment, please call the AAPC as soon as possible to cancel or reschedule the appointment. Do not “no show” for your appointment.
- It is inappropriate to use your cell phone in the office. Please turn off your phone before you come to your advising appointment.
- Check your Edisto email account regularly (at least 2-3 times per week). Due to legal regulations, that is the only email account that your advisor will use to contact you.
- When you email faculty or staff members, be professional. Be sure to clearly explain any questions or requests. Also, please be sure to sign your name.

### ***Important Dates:***

- Mid-late September: Call or stop by the Advising Center to schedule an appointment to discuss the current and upcoming semesters.
- Tuesday, October 3<sup>rd</sup>: Last day to withdraw from classes with a “W”
  - ❖ Refer to full calendar in portfolio or on the Registrar’s website ([www.cofc.edu/~register/](http://www.cofc.edu/~register/)) for important dates.

## Tips For a Successful Semester

**Welcome** to the College of Charleston! As a new student, we want to make sure that you are prepared for the academic and social adjustments you may experience. We hope that the following brief tips will help you realize that many students are experiencing similar feelings and concerns and that there is a solution or available help for a successful first semester.

### GENERAL

- 📍 Get **involved** (join clubs, play intramurals, attend socials); it's the best way to make your new situation more personal and less overwhelming.
- 📍 Be informed of the College's policies **and procedures**; eliminate the phrase "No one told me ..."  
Reference the Undergraduate Catalog and [www.cofc.edu](http://www.cofc.edu).
- 📍 Use campus **resources**; unending help is available, but you have to seek it out.
- 📍 **Ask questions**; when in doubt, ask. Don't assume; don't hesitate.
- 📍 **Check** your **Edisto** account weekly.

### ACADEMIC

- **Attend** all classes.
- **Sit front** and center and away from distractions when choosing a seat in a class.
- **Introduce** yourself to the several fellow students in each class; they can become part of your study support.
- **Read and keep** each **syllabus** in a course folder.
- Put all due dates on a **calendar, daily planner, or PDA**.
- Get to **know** your **professors**; today they can help you better understand the class material - as they get to know you, they can become future references.
- **Evaluate** your **study skills** to see if you need to adjust your old tried and true strategies; college requires that you not just give facts back, but extend the facts to new situations.
- Take **usable** notes and **review** your class notes after each class.
- Stay **current** with assigned reading; it's easier to *keep up* than catch up.
- **Find** the **study space** that works for you.
- **Schedule** 2 hours of **study time** outside of class for each hour in class.
- **Visit** the **Center for Student Learning** for walk-in and one-to-one tutoring, study skills, and time management assistance; begin early in the semester and continue on a consistent basis.
- **Contact** your **Academic Advisor** at least once a semester; advisors are knowledgeable mentors.

### PERSONAL

- ✨ **Eat** healthy and **exercise**.
- ✨ Get enough **sleep**.
- ✨ Keep work hours to **20 hours or less** if you are a full time student.
- ✨ Take time to **make** new friends.
- ✨ Let your **family and friends** know how you're doing.
- ✨ **Be safe**; keep your room locked, walk with others, carry small amounts of cash.
- ✨ Strike a **balance** between study and time for yourself; find the stress relievers that work for you.

## COLLEGE OF CHARLESTON RESOURCES AND SERVICES

The College of Charleston is dedicated to serving students' needs. Please take advantage of the many services that are here to enhance your college experience and help you to succeed.

Office/ Department	Examples of Services Offered	Location/ Contact Info
Academic Advising and Planning Center	Major and career exploration Assistance in choosing and registering for courses Information regarding institutional and major requirements	953-5981; <a href="mailto:advising@cofc.edu">advising@cofc.edu</a> Lightsey Center, Suite 247 <a href="http://www.cofc.edu/~advising/advise.htm">www.cofc.edu/~advising/advise.htm</a>
Addlestone Library	Resources: books, periodicals, media resources, computer access, and study areas	953-5530 205 Calhoun St. (corner of Calhoun and Coming) <a href="http://www.cofc.edu/~library/">www.cofc.edu/~library/</a>
Admissions and Adult Student Services	Initial transcript evaluation Information regarding transfer credits from 2-year SC Technical Schools Information on ADM holds	953-5670 or 953-5620; <a href="mailto:admissions@cofc.edu">admissions@cofc.edu</a> Towell Library <a href="http://www.cofc.edu/admissions/">www.cofc.edu/admissions/</a>
Business and Auxiliary Services	Links to Cougar Card Services, Parking Services, Dining Services, CARTA bus service, Campus Bookstore	<a href="http://www.cofc.edu/auxiliaryservices/">www.cofc.edu/auxiliaryservices/</a>
Campus Recreation Services	Information on intramural and club sports teams Facilities and hours for fitness and recreation	953-5559 Silcox Center, Room 206 <a href="http://www.cofc.edu/~crsweb/">www.cofc.edu/~crsweb/</a>
Career Services	Career Exploration Career Assessments Info on grad school entrance exams On/Off-campus jobs	953-5692; <a href="mailto:CareerSvs@cofc.edu">CareerSvs@cofc.edu</a> Lightsey Center, Room 216 <a href="http://www.cofc.edu/~career/">www.cofc.edu/~career/</a>
Center for Student Learning	Math, Writing, Speaking, and Foreign Language Labs Study Skills Lab Private Tutoring Supplemental Instruction Standardized Test Prep	953-5635 Addlestone Library, 1 <sup>st</sup> floor <a href="http://www.cofc.edu/~csl/">www.cofc.edu/~csl/</a>
Computer Student Help Desk	Hardware and software support, wireless network information, troubleshooting Edisto email accounts and WebCT, student FAQs	953-5457; <a href="mailto:StudentComputingSupport@cofc.edu">StudentComputingSupport@cofc.edu</a> Addlestone Library, 1 <sup>st</sup> floor <a href="http://www.cofc.edu/studentcomputing">www.cofc.edu/studentcomputing</a>

Counseling Services	Assessment and treatment for alcohol and substance abuse problems Counseling for individual, couple, family and relationship concerns Testing for possible learning problems	953-5640 Robert Scott Small Library, 3 <sup>rd</sup> floor <a href="http://www.cofc.edu/~counseling">www.cofc.edu/~counseling</a>  For after-hours emergencies, the <b>counselor on-call</b> can be reached by calling 953-5611.
Cougar Card Services	Cougar Cash accounts Procedures for lost/stolen cards	953-1100; <a href="mailto:cougarcard@cofc.edu">cougarcard@cofc.edu</a> 162 Calhoun St. <a href="http://www.cofc.edu/auxiliaryservices/cougar/">www.cofc.edu/auxiliaryservices/cougar/</a>
Coursework Elsewhere Form	Official paperwork to be filled out when taking courses at another institution to transfer to CofC.	Registrar's Office Lightsey Center, 2 <sup>nd</sup> floor <a href="http://www.cofc.edu/~register/">www.cofc.edu/~register/</a>
Dining Services	Dining locations Menus Nutritional information	953-5539 <a href="http://www.campusdish.com/en-US/CSSE/Charleston/">www.campusdish.com/en-US/CSSE/Charleston/</a>
Financial Assistance and Veterans Affairs	Information on scholarships, loans, grants, the federal Work-Study program, Veterans' benefits, and other benefits	953-5540; <a href="mailto:financialaid@cofc.edu">financialaid@cofc.edu</a> Lightsey Center, 1 <sup>st</sup> floor <a href="http://www.cofc.edu/finaid/">www.cofc.edu/finaid/</a>
International Education and Programs	Information on study abroad and National Student Exchange (NSE) Provides assistance to NSE and International students	953-7661 Multicultural Center 207 Calhoun St. <a href="http://www.cofc.edu/international/">www.cofc.edu/international/</a>
Online Course Catalog	Institutional policies and procedures, major and minor program requirements, course descriptions	<a href="http://www.cofc.edu/about/publications.html">www.cofc.edu/about/publications.html</a> *Course listings are also under "Course Catalog" on students' Cougar Trail accounts
Parking Services	Application for permit Regulations and fines Parking maps	953-7834; <a href="mailto:ParkingServices@cofc.edu">ParkingServices@cofc.edu</a> 80 St. Philip St. – Under Berry Hall <a href="http://www.cofc.edu/~parking/">www.cofc.edu/~parking/</a>
Pre-Professional Health Advising	Information for students interested in careers or professional/graduate program options in pre-med, pre-dentistry pre-vet, pre-physical therapy, pre-pharmacy, pre-nursing, pre-allied health, etc.	953-6460 - Karen Eippert Science Center, Room 139 <a href="mailto:eippertk@cofc.edu">eippertk@cofc.edu</a>
Registrar	Transfer credit evaluation, transcript request, assistance in special-case course registration (e.g., cross registration, Express II courses, pass/fail and auditing options, courses taken elsewhere), AP/Transfer credit decline request, Overload request, Change of Final Exam time request	953-6912; <a href="mailto:registrar@cofc.edu">registrar@cofc.edu</a> Lightsey Center, Room 281 <a href="http://www.cofc.edu/~register/">www.cofc.edu/~register/</a>

Residence Life and Housing	Residence Living and Programs Room Requests and Housing Assignments Information on contracts and fees Maymester/Summer School housing Listings for off-campus housing	953-5523; <a href="mailto:reslife@cofc.edu">reslife@cofc.edu</a> 40 Coming Street <a href="http://reslife.cofc.edu/">http://reslife.cofc.edu/</a>
SNAP Services	Provides assistance to students with a documented disability to ensure equal access to all programs/services Criteria for documenting physical and psychological disabilities	953-1431 Center for Disability Services, Lightsey Center, 1 <sup>st</sup> floor <a href="http://www.cofc.edu/~cnds/">http://www.cofc.edu/~cnds/</a>
Student Health Services	Provide quality, primary health care Provide referrals to sub-specialists	953-5520 181 Calhoun St. <a href="http://www.cofc.edu/~stuhealth/">www.cofc.edu/~stuhealth/</a>
Student Life	Activities Calendar Information on student organizations (e.g., Greek Life, Student Government, Student Media) Forms for student events	953-5726 71 George St. <a href="http://studentlife.cofc.edu/">http://studentlife.cofc.edu/</a>
Study Skills Lab-Lindy Coleman, Study Skills Program Coordinator	Advising on study skills, time management, balancing work and school	953-5635 Addlestone Library, 1 <sup>st</sup> floor <a href="mailto:colemanm@cofc.edu">colemanm@cofc.edu</a>
Summer School	Course offerings and calendars, tuition and fees information, assistance in course registration	953-4831; <a href="mailto:summer@cofc.edu">summer@cofc.edu</a> Registrar's Office, Lightsey Center, Room 281 <a href="http://www.cofc.edu/~summer/">www.cofc.edu/~summer/</a>
Treasurer and Legal Residency Office	Information about in- and out-of-state tuition and fees Bill pay Information on SLA and BUR holds	953-5572; <a href="mailto:treasurer@cofc.edu">treasurer@cofc.edu</a> 170 Calhoun St. <a href="http://treasurer.cofc.edu/">http://treasurer.cofc.edu/</a>
Undergraduate Academic Services	Leave of Absence request, Petition for Course Withdrawal after Official Withdrawal Deadline, Request for Complete Withdrawal from College, Cross-Registration, Senior Year Courses Elsewhere Petition, Request for Three-Year Transfer Option	953-5674; <a href="mailto:undergrad@cofc.edu">undergrad@cofc.edu</a> Randolph Hall 2 <sup>nd</sup> Floor <a href="http://www.cofc.edu/~undrgrad/">www.cofc.edu/~undrgrad/</a>

# ***POLICIES AND PROCEDURES OF ACADEMIC ADVISING***

## **APPOINTMENTS**

Appointments are made by calling (843)953-5981. This is the AAPC office number. Please tell the administrative assistant answering the phone with whom you would like to set an appointment. The administrative assistant has access to the advisor's calendars and can tell you immediately when appointment times are available. It is the quickest and most convenient route. E-mailing the advisor to set up an appointment will result in lost time and efficiency.

Please arrive 5 minutes early for an appointment. If arrival for the appointment will be in excess of 15 minutes, please call to notify the office you will be late.

## **APPOINTMENT ETIQUETTE**

Come to your appointment with questions.

Review your Degree Audit and give some forethought to required courses and courses of interest. Create a list.

Bring your advising portfolio. Make sure you include your current Degree Audit. Turn off cell phone.

## **CANCELLATION OF APPOINTMENTS**

Situations arise and cause appointments to be canceled or rescheduled. If such a situation arises, students are to notify the AAPC office of the cancellation. An advanced 4-hour cancel notification is requested.

Reciprocal courtesy will be extended to students should advisors need to cancel. As such, it is requested that students leave phone contact information when originally scheduling the appointment.

## **NO-SHOW POLICY**

This policy is not meant to be punitive, but to be fair and equitable to all students.

During peak appointment times (4 weeks before early registration begins when appointments are made to remove registration holds), appointment times are premium. If you do not notify the office 2 hours in advance that you are unable to keep the appointment, your absence will be noted as a no-show. After two no-shows, you will be able to schedule an appointment after the last early registration entry date.

### **COMMUNICATION PROTOCOL**

E-mail communication via a student's Edisto account is an official method of communication at the College of Charleston. Should a student e-mail an advisor through an account other than the Edisto (e.g. hotmail, yahoo, BellSouth, etc.), the advisor will notify the student through the personal e-mail account that the official answer can be found on the student's Edisto account.

E-mail communication is appropriate for questions that are specific in nature. However, if the questions require additional inquiries from the advisor, or require a lengthy and involved response, the advisor may request that the student schedule an appointment or leave a phone number so that a dialogue can be conducted.

### **E-MAIL ETIQUETTE**

Due to privacy regulations, your advisor will communicate solely through the College assigned Edisto account.

Print communication between advisor and student should be respectful. Typing in capital letters is tantamount to shouting at someone.

An advisor's schedule may be full with appointments and meetings. E-mail questions may require additional investigation. For these reasons, please allow one full business day for a response.

### **EMERGENCIES**

If an emergency arises and you need to speak to the advisor as soon as possible, e-mailing via your Edisto account to briefly explain your concerns will alert the advisor. You may speak to your advisor directly via the phone. When you call the AAPC office, ask to be transferred to your advisor. However, if the advisor is with another student, you may leave a phone contact number with the front desk and explain that you need to speak to your advisor as soon as possible.

### **WALK-IN STATUS**

Students are always encouraged to meet with their academic advisor. Please be aware however, that advisors may be committed to previously scheduled appointments and meetings and unable to meet with you in a timely fashion should you walk-in. Advisors will do their best to accommodate you, but may need to schedule a mutually agreed upon appointment time.

## *How to Declare a Major*

To declare a major, go to the department of the major and ask to file a declaration of major form. The following are the departments and the locations.

<b><i>SCHOOL</i></b>	<b><i>Online Form Location</i></b>	<b><i>DEPARTMENT LOCATION**</i></b>
<b><i><u>School of the Arts</u></i></b>		
<b><i>Bachelor of Arts</i></b>		
Art History		Simons Center, Room 301
Arts Management		BellSouth Room 413
Historic Preservation & Community Planning		12 Bull St.
Music	Go to the department website and click on "Areas of Study"	Simons Center – Room 315
Studio Art	Go to the department website and click on "Information for Students"	Simons Center – Room 426
Theatre		Simons Center - Room 217
<b><i><u>School of Business and Economics</u></i></b>		
<b><i>Bachelor of Science</i></b>		
Accounting		Student Success Center Beatty Center 1 <sup>st</sup> floor
Business Administration		Student Success Center Beatty Center 1 <sup>st</sup> floor
Economics		Student Success Center Beatty Center 1 <sup>st</sup> floor
Hospitality & Tourism		Student Success Center Beatty Center 1 <sup>st</sup> floor
International Business		Student Success Center Beatty Center 1 <sup>st</sup> floor

<b><i><u>School of Education</u></i></b>		
<b><i>Bachelor of Science</i></b>		
Athletic Training		Silcox Gym, Room 336

Early Childhood Education		9 College Street, Room 103
Elementary Education		9 College Street, Room 103
Middle Level Education		9 College Street, Room 103
Physical Education		Silcox Gym, Room 336
Special Education		9 College Street, Room 103
<b><u>School of Humanities and Social Sciences</u></b>		
<b>Bachelor of Science</b>		
Anthropology	Go to the department website and click on "Declaring an Anthropology Major"	19 St. Phillip St, Room 202
Psychology	Go to the department website and click on "Information for Students"	57 Coming St.
Sociology	Go to the department website and click on "Declaring an Sociology Major"	19 St. Phillip St, Room 202
<b>Bachelor of Arts</b>		
Classical Studies		Randolph Hall- Room 308
Communication	Go to the department website and click on "The Major"	5 College Street - Room 203
English		26 Glebe Street
French		JC Long Building - Room 407
German		Randolph Hall- Room 308
Hispanic Studies		JC Long Building - Room 120
History	Go to the department website and click on "Forms for Majors"	Maybank Hall- Room 315
Latin American and Caribbean Studies	Go to the department website and click on "LACS Major Declaration"	26 Coming-Room 202
Philosophy		14 Glebe St- Room 101
Political Science	Go to the department	114 Wentworth Street,

	website and click on "POLS declaration of major form"	Room 202
Religious Studies		14 Glebe St- Room 101
Urban Studies	Go to the department website and click on "POLS declaration of major form"	114 Wentworth Street, Room 202
<b><u>School of Sciences and Mathematics</u></b>		
<b><i>Bachelor of Science</i></b>		
Biochemistry		Science Center- Room 316
Biology		Science Center- Room 214
Chemistry		Science Center- Room 316
Computer Information Systems		JC Long Building Room 216
Computer Science		JC Long Building Room 216
Discovery Informatics		Maybank Hall- Room 203
Geology		Science Center- Room 339
Marine Biology		Science Center-Room 214
Mathematics		Robert Scott Small Library - 339
Physics		Science Center- Room 101
<b><i>Bachelor of Arts</i></b>		
Biology		Science Center-Room 214
Chemistry		Science Center- Room 316
Computer Science		JC Long Building – Room 216
Geology		Science Center- Room 339
Physics		Science Center- Room 101

***\*\*Location may change. Check website for current location***

# ADVISING CALENDAR FALL 2006

## AUGUST 2006

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- 20 Print schedule, check classroom locations
- 22 First day of classes (full semester and Express I)
- 28 Last day of Drop/Add (for full semester and Express I)

## SEPTEMBER

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**SCHEDULE APPOINTMENT WITH ACADEMIC ADVISOR to talk about this semester and plan for next SPRING 2007 (call 953-5981)**

- 12 Visit the Center for Student Learning in the Library
- Last day to withdraw from Express I courses with "W"

## OCTOBER

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- 3 Last day to withdraw from full semester courses with a "W"
- 5 Last day of Express I courses
- If you have not scheduled an appointment with your Advisor, do so NOW. SPRING 2007 Registration begins soon.**
- 10 Express II courses begin
- 12 Last day of Drop/Add for Express II courses
- 19 Check your **Midterm Grades** on Cougar Trail **(if grades are low, make an appointment with your advisor, call 953-5981)**
- 25 Spring 2007 Registration begins according to Earned Hours  
[www.cofc.edu/~register/entrytimes.html](http://www.cofc.edu/~register/entrytimes.html)
- 31 Last day to withdraw from Express II courses with a "W"

## NOVEMBER

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- 5 Fall Break Holiday begins
- 8 Classes resume
- 22 Thanksgiving Holiday Begins, no classes
- 26 Classes resume

## DECEMBER

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- 4 Last day of Fall and Express II courses
- Check Final Exam schedule, days and times**
- 5 Make up Storm Day TS Ernesto
- 6 Final Exams begin for Fall and Express II courses
- 13 Final Exams end
- 19 **Check Final Grades on Cougar Trail**

# ADVISING CALENDAR SPRING 2007

## JANUARY 2007

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- 8** First day of classes (full semester and Express I)  
Maymester and Summer Sessions Registration begins
- 12** Last day of Drop/Add (for full semester and Express I courses)
- 15** Martin Luther King Holiday observed  
**SCHEDULE APPOINTMENT WITH ACADEMIC ADVISOR in January or February to talk about this semester and plan for summer and FALL 2007**  
Visit the Center for Student Learning
- 30** Last day to withdraw from Express I courses with "W"

## FEBRUARY

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- If you have not already scheduled an appointment with your Academic Advisor, do so now.**
- 20** Last day to withdraw from full semester courses with a "W"
- 23** Last day of Express I courses
- 28** Express II courses begin

## MARCH

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- 2** Last day of Drop/Add for Express II courses  
**If you have not scheduled an appointment with your Advisor, do so immediately. FALL 2007 Registration begins soon.**
- 4** Spring Break Holiday begins
- 10** Classes resume
- 13** Check your **Midterm Grades** on Cougar Trail (**if grades are low, make an appointment with your advisor, call 953-5981**)
- 21** FALL 2007 Early Registration begins according to Earned Hours  
[www.cofc.edu/~register/entrytimes.html](http://www.cofc.edu/~register/entrytimes.html)
- 28** Last day to withdraw from Express II courses with a "W"

## APRIL

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- 23** Last day of Spring and Express II courses  
**Check Final Exam schedule, days and times**
- 24** Reading Day
- 25** Final Exams begin for Spring and Express II courses

## MAY

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- 2** Final Exams end
- 10** **Check Final grades on Cougar Trail**

# A GLOSSARY OF COLLEGE OF CHARLESTON TERMS

You may come across some unfamiliar terms and phrases as you begin at the College of Charleston. Below is a brief glossary that may help you with terminology specific to the College of Charleston or higher education.

## **Advisor**

**Academic:** A professional who provides academic guidance for in-coming students, currently enrolled degree-seeking students with no declared major, and Adult Student Services; refers students to appropriate campus services and resources; helps students plan semester schedules.

**Major:** Once a student formally declares a major, the student is assigned a faculty member from the department to help create a plan to graduation; discuss co-curricular experiences; discuss possible graduate/professional school.

## **Catalog, Undergraduate**

Publication that contains general information about faculty, admissions, financial aid, student life activities, policies and procedures, course descriptions, degree requirements, etc.

## **Chair**

The head of an academic department.

## **Concentration**

Program of study organized around a particular theme within the major. Includes a minimum of 18 credit hours selected from a formally designated group. Credit may be received for up to two concentrations. Courses used to satisfy the requirements of one concentration may not be applied toward a second. Students must formally declare the concentration area with the individual department in order to have the transcript reflect credit for work done in that concentration.

## **Cougar Card**

The official College of Charleston campus card used for identification, security, and access to campus facilities and services. Also features a discretionary spending account for use in the bookstore and for purchases in any campus food service location.

## **Cougar Trail**

A computerized system set and maintained by the College of Charleston. Each student has an account within the system that allows for registration for classes, adjustment to semester schedule, ability to view course information, pay tuition bill on-line, ability to view personal and academic information such as grades, unofficial transcripts and financial aid information.

## **Coursework Elsewhere**

Courses taken by degree seeking CofC students at other Colleges/Universities for transfer back to CofC. Students should complete the Coursework Elsewhere Form available at [http://www.cofc.edu/~register/forms\\_requests/index.html](http://www.cofc.edu/~register/forms_requests/index.html) and submit it to the Office of the Registrar.

## **Credit Hours**

A unit of credit earned for taking a course for a period of time, usually either a semester or Express I or II. Most courses carry 3 credit hours.

*Attempted:* Credit hours tallied for all enrolled classes beginning the first day of the semester and including those added during Drop/Add week; attempted hours may exceed earned hours

*Earned:* Credit hours accumulated for all coursework at the College of Charleston as well as approved transfer credit hours; excludes course credit hours for which a grade of F was received

*Quality:* Credit hours accumulated for classes taken at College of Charleston including course credit hours for which a grade of F was received; used in calculating cumulative GPA

## **CWID – College Wide ID**

Each student is assigned a CWID. Students need to retain the CWID number in order to access their student records.

## **Dean**

A college administrator who heads a specific school in the college, overseeing degree programs and dealing with issues related to academic policy for his/her specific school. A dean of students would work in student services.

## **Declare a Major**

Officially enter a college major or area of study.

## **Degree Audit**

A specific accounting of remaining degree requirements as well as requirements completed and in progress for the student's program of study. Reflects courses completed and in progress as they apply to Institutional, General Education, and Major/Minor requirements.

## **Degree program**

Courses necessary for completion of a degree in a specific field. Some courses may count as credits toward your graduation requirements but not toward your major field. Your academic advisor can offer information and guidance.

## **Drop/Add**

The process for dropping or adding classes within a specified period of time after initial enrollment. Students must be aware of the deadline for exercising the drop/add option. Students need to fill out the proper forms and get official signatures. Dropping a course may change student status from full-time to part-time student. If a student receives financial aid s/he should check with a financial aid officer for possible effects on financial aid eligibility.

## **Early Registration**

The practice of registering for the following semester classes during the previous semester. By registering early, students have a better chance of getting into the courses and sections desired. Students should check on Cougar Trail for possible holds.

## **Edisto Account**

Official college issued E-mail account provided by the College of Charleston to all students upon acceptance at the College.

## **Elective**

A course you may choose to take because of your academic interest but which will not count toward the General Education requirements or your major or minor field. A limited number of electives are needed to meet general degree requirements. Your academic or major advisor can help you in selecting elective courses.

## **Express Course**

Express Courses are full semester classes that meet for either the first or second half of the semester. Express I courses begin at the beginning of the semester and are completed by mid-terms. Express II courses begin just after mid-terms and are completed at the end of the semester. Express courses are more intensive than their equivalent courses meeting for the entire semester as the same amount of material is covered in a shorter period of time.

## **FERPA**

Federal law (Family Educational Rights and Privacy Act of 1974) designed to provide students with greater access to and control over information contained in their educational records. Prohibits the release of information (other than directory information) without express written consent from the student.

## **Financial Aid**

Federal, state, college, and private programs which help students pay for college costs. Financial aid can be in the form of grants and scholarships, loans, or work-study programs.

## **General Education Requirements**

Courses including English, math, science, history, social sciences, foreign language, and humanities which all students are required to complete for graduation; the backbone of a liberal arts and sciences education.

## **GPA**

Grade point average; the average of your class grades, based on a 4.0 scale.

**Cumulative:** Grade Point Average that includes all coursework grades the student has completed at the College.

**Major:** Grade Point Average that includes coursework grades for specified courses within student's declared major

**Semester:** Grade Point Average that includes only the coursework grades the student has completed for a specific semester at the College.

**LIFE:** Grade Point Average that includes all coursework grades (excluding remedial/developmental, continuing education, or non-degree credit courses) taken at eligible institutions (in-state or out-of-state); determines eligibility for LIFE Scholarship.

## **Hold**

An administrative process that does not allow a student to have access to his/her academic account for purposes of registration for future classes or adjustment of current classes until specific requirements are met. Requirements may include necessary document submission (e.g. transcripts from other institutions) financial commitments to the College, or required meetings with advisors. Once the requirement has been completed, the office will release the student's account.

## **Humanities Courses**

Humanities courses are classes covering subjects such as literature, philosophy, and the fine arts. General Education requirements specify 12 credit hours of humanities credit hours.

## **Interdisciplinary**

Programs or courses using knowledge from two or more academic areas.

## **Internship**

A job in a student's field of study; may be required in some academic programs and may include salary in addition to college credit.

## **Language Requirement**

General Education requirement that graduates demonstrate proficiency in a foreign language.

## **Learning Communities**

Learning communities are an approach to higher education that emphasizes course organization, social interaction, and engaged teaching and learning. Learning communities host a number of linked courses (minimum of 2) in which students and their professors experience a connection between the linked classes, student bonding and classroom experiences. As students register for the semester, they can check with New Student Programs for new learning community opportunities.

## **Major**

A student's concentrated field of study in which s/he earns a degree.

## **Minor**

A student's secondary field of study outside the major discipline; a minimum of 18 credit hours selected from a formally designated group are required. The student must formally declare the minor with the individual department in order to have the transcript reflect credit for work done in that minor.

## **North Campus**

College of Charleston campus located near the Charleston International Airport; established to serve the needs of commuting students and working adults in the community.

## **Office Hours**

In education, hours set aside by a professor/instructor to meet with students.

## **Prerequisite**

Beginning class that prepares students for more difficult classes. Course prerequisites can be found in the course descriptions in the *Undergraduate Catalog*.

## **Provost**

The college chief academic officer who is responsible for faculty and courses.

## **Reading Day**

Day between the end of classes and beginning of final exams to prepare for finals.

## **Registrar's Office**

Directs registration, maintains student transcripts, and performs other duties as assigned. Provides official student transcripts when requested by student; evaluates course work taken by degree seeking students at CofC at another institution for transfer credit to the College of Charleston. *See Coursework Elsewhere.*

## **Study Abroad**

Programs where students go to school for some time in another country while making regular progress toward their degrees. Study abroad can often be done at no additional cost to the student except for air-fare and personal expenses. Ask your advisor about these opportunities, or contact International Education and Programs for information.

## **Supplemental Instruction**

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions for specified semester courses. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together.

**Syllabus**

A document that lists a course's objectives and requirements along with subjects of lectures, reading assignments, due dates, and an exam schedule. Each instructor distributes a syllabus at the beginning of the semester.

**Transcript**

The permanent academic record of a student at the College. It shows courses taken, grades received, academic status and honors received.

**Treasurer**

Office responsible for all financial transactions of the institution.

**Undeclared**

A term used to describe the state of not yet having chosen a major field of study; the opposite of having declared a major.

**WebCT**

Online courseware that some professors use to deliver supplemental course materials and/or quizzes and tests. Contains tools that enhance your courses such as mail, chat and threaded discussions, student presentations 24/7 access to grade and course information, on-line quizzes and exams.

**Withdrawal**

The process for dropping one or all classes a student has after the drop/add period is over. Student needs to fill out paperwork and get official signatures. Simply not attending class does not officially withdraw student from class. Withdrawing from a class could change status from full-time to part-time and withdrawing completely may take student off parents' insurance. If receiving financial aid, student should report the change to a financial aid officer. The deadline for withdrawing without instructor permission is listed on the Registrar's web page, [www.cofc.edu/~register](http://www.cofc.edu/~register). After the listed deadline date, the student must meet with Undergraduate Academic Services and provide documentation of mitigating circumstance. A student cannot withdraw after finals week has begun.