

2018

University of South Carolina System
Advisors Educational Conference

February 16, 2018 | Russell House University Union

Advising

HACKS

■ Best
■ Practices

hack¹

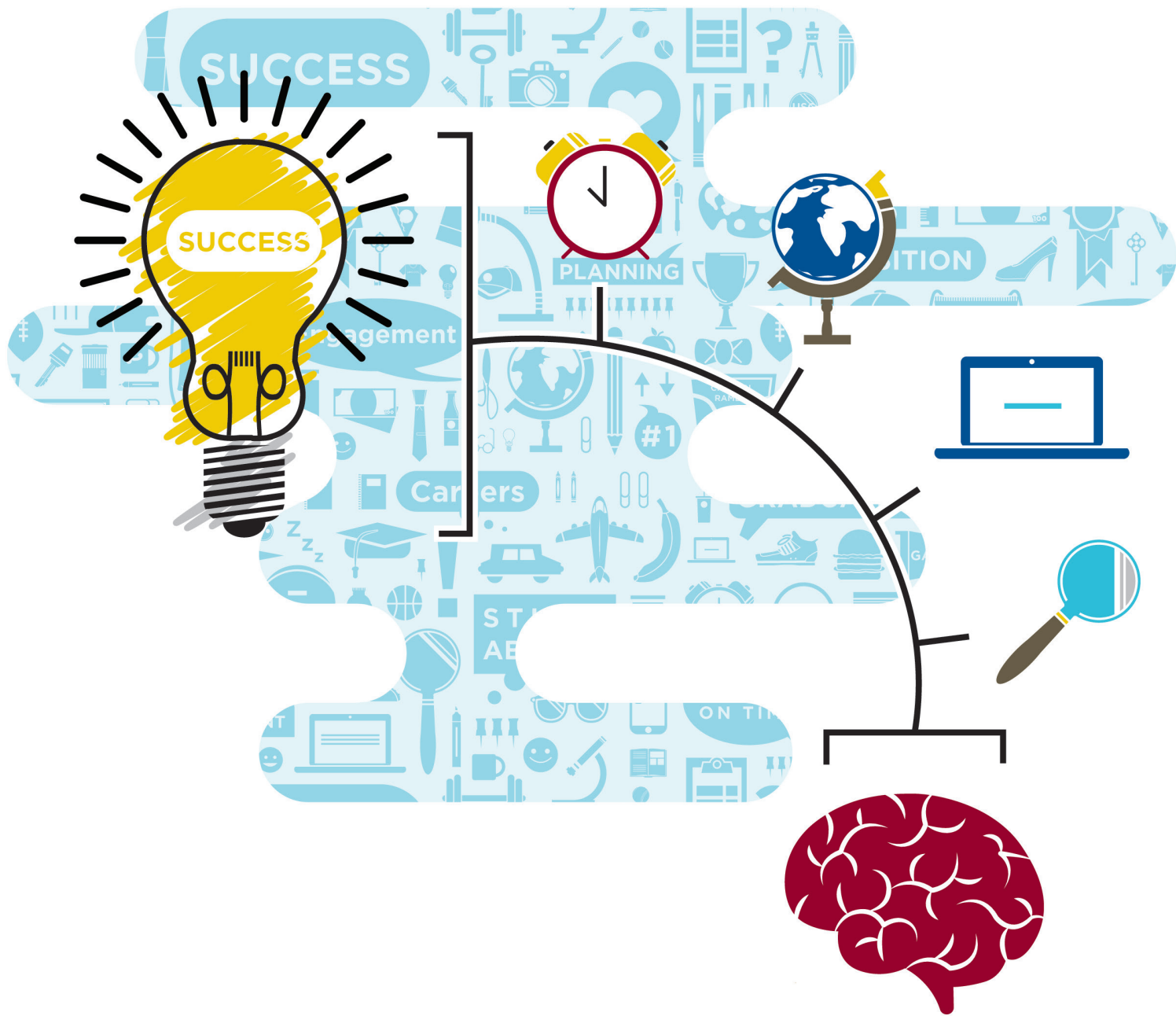
/hak/

noun

1. A strategy or technique adopted in order to manage one's time and daily activity in a more efficient way.



UNIVERSITY OF
SOUTH CAROLINA



Welcome

We hope you enjoy the conference.

Schedule at a Glance

8:00 - 9:00 AM

Registration and Continental Breakfast

Lobby/Ballroom

9:05 - 9:15 AM

Welcome

Claire Robinson

Ballroom

Page 3

9:20 - 10:20 AM

Keynote Address

Tyree Vance

Ballroom

Page 3

10:30 - 11:20 AM

Concurrent #1

Breakout Sessions. Guests may choose 1 to attend.

Page 5

Carolina Core:

Creating a Culture of Assessment

An introduction to the upcoming SACS re-accreditation.

Ballroom

DegreeWorks Tips & FAQ's

Top Ten Tips & Frequently Asked Questions for New Advisors

Room 315

Advising Hacks 101

Intended for System Campus Advisors.

Room 305

11:30 - 12:30 PM

Concurrent #2

Guests may choose 1 of 5 different **Tracks** to attend during this time.

See Schedule on Page 5

12:30 - 1:25 PM

Lunch & Networking

Lunch will be provided.

Ballroom

1:30 - 2:25 PM

Concurrent #3

Guests may choose 1 of 5 different **Tracks** to attend during this time.

See Schedule on Page 5

2:30 - 3:00 PM

Closing Session

Closing thoughts and door prizes.

Ballroom

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track¹

/trak/

noun

1. A course or trail comprised of specific topics related to a single idea.

"The USC System Advisors Conference provides five different tracks."

Claire Robinson, Ph.D.

Assistant Dean, Undergraduate Advisement
Director | University Advising Center | Columbia

Welcome to the fifth annual USC Advisors' System Educational Conference! We are excited to welcome over 200 academic advisors and university colleagues from across all of USC's two and four-year campuses. This year's conference theme Advising Hacks: Best Practices entails a completely new format aimed at highlighting

the most essential information from a breadth of topics. Please pick two of the five tracks and use this booklet for reference — today and in the future.

Thank you for attending and enjoy the conference!

Keynote Address



Tyree Vance

Vance is a graduate of California State University, San Bernardino and California State University, and holds a dual B.A. in Psychology and Human Development, and a M.A. in Higher Education. From 2010 to 2014, Vance served as an Academic Advisor for Student Support Services at Cal State, Dominguez Hills, and currently serves as an educational consultant, training various universities and colleges on how to effectively engage their students. In 2017, Vance was the inaugural Senior Program Coordinator for Male Success Initiative-Fullerton at California State University, Fullerton.

In 2012, he became a certified member of the Appreciative Advising Faculty where he facilitates group sessions at the annual Appreciative Advising Institute. Moreover,

Vance has conducted research with two of his colleagues focusing on the collegiate success of African American males and exploring the counter-narrative for these men. Vance travels to educational institutions around the U.S. to educate and train them on how to effectively engage their students.

In addition to his work for the Cal State system, Vance is an entrepreneur and the founder of AdVanced Image, a visual arts and branding company that assists clients in developing digital content through the lens of photography and videography.

Transformative Advising Hacks

Many of us know the old adage, "do more with less." This seems to be the expectation of most advisors. We are also required to be all-knowing when it comes to serving students at our respective institutions. Regardless if you are a faculty or staff advisor, this can be a daunting task to uphold. Transformative Advising Hacks are principle-centered techniques that support advisors in making an impact with their students in an intentional and meaningful way that leads to the students getting their desired results.

In this session, Participants will be able to:

- Understand the distinction of being an advisor and doing advisor work.
- Learn the ways advisors experience burn out and fatigue.
- Discover engaging skills and activities to implement with their students.
- Learn the power of their story and how to reveal the connection with their students.

“ ”
do more with less.

Carolina Core: Creating a Culture of Assessment

Ballroom

Susan Beverung
Assistant Dean, Undergraduate Studies & Clinical Assistant Professor, & Interim Director: RN-BSN Program | College of Nursing | Columbia
Donald Miles
Director | Institutional Effectiveness & Accreditation | Columbia

In this session Carolina Core committee members will provide a general introduction to the university's upcoming SACS re-accreditation and how this affects the university at large as well as faculty and staff. In addition, the assessment goals and current practices of the Carolina Core committee will be presented. Further discussion will

involve how this specifically bridges to SACS accreditation standards. In closing, remarks will include how to utilize and build continual assessment into your current practice along with the goal of creating a "culture of assessment" within the university.

DegreeWorks Tips & FAQ's

Room 315

Brittany Vereen
Degree Audit Coordinator | Columbia

Tracking and/or managing curriculum change in DegreeWorks System can become challenging on several levels, especially for newly appointed advisors and users who are new to using the system. Navigating the different tabs and dissecting the students data can become quite frustrating. However, by knowing how to access and use key components in DegreeWorks, the user can cut down on wasted time searching for or applying student data and have more time to advise students. This session is geared towards new advisors

and personnel who are new to DegreeWorks or those who could benefit from a quick refresher of the different functions the system offers. This demonstration will include a tutorial regarding the top ten tips that advisors can use when accessing different functions of DegreeWorks, as well as address the top ten frequently asked questions that have been received over the past years.

Advising Hacks 101

Room 305

Courtney Catledge
Director | USCL BSN Collaborative Program | Lancaster
Susannah Waldrop
Director | Student Success Center | Upstate

We don't often get to come together to share accomplishments, discuss new ideas, or seek direction with challenges. This is your opportunity for collaboration with other USC-System campus advisors to share your tricks of the trade.

Track List

At a Glance

Participants may choose 1 of 5 different **Tracks** (listed below) to attend during each concurrent session. Participants will attend a total of 2 **Tracks** by the end of the conference.

1 Advising Appointment & Advisor Resources 303 Page 7

30 Minute Workflow	Sarah Jusiewicz Columbia
Advising Major Change Students	Rachel Bradley & Alison Schiede Columbia
Mapping Your Program & Program of Study Discussion	Jenn Tilford Columbia
What You Didn't Know About the FLPT...	Tim McAteer Columbia
What You Didn't Know About the MPT...	Francisco Blanco-Silva Columbia
Reaching Disengaged Students Discussion	Susannah Waldrop Upstate Facilitator: Sarah Jusiewicz

2 Advising Special Student Populations 203 Page 9

Transfer Students	Jodi Salter Columbia
Undecided Students	Sheneika Lofton Aiken
Global Cafés Discussion	Dawn Hiller Columbia
Veterans	Andrea Williams Columbia
Student Athletes	Maria Hickman Columbia
1 st Generation Discussion	Jolessa Johnson Beaufort Facilitator: Dawn Hiller

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EAB Pathfinder	Brian Dusel & Helen Powers Columbia
DegreeWorks	Mackenzie King Columbia
Self Service Carolina Discussion	Rebecca Caro & Alexandra Scovel Columbia
University Advising Center Website	Drew Newton Columbia
Hacking Technology for Communication	Tara Dakolios Beaufort
Beyond The Classroom Matters Database Discussion	Pam Bowers Columbia Facilitator: Brian Dusel

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Financial Aid	Joey Derrick Columbia
Hardship Withdrawal	Tasha Martin Columbia
What is Palmetto College Discussion	Steve Lowes & Chris Nesmith Columbia
Carolina Core	Heidi Waltz Columbia
On Your Time	Shelley Dempsey & Amanda Therrell Columbia
USC Connect Discussion	Irma Vanscoy Columbia Facilitator: Ruthie Patterson

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Honors Students	Kay Banks Columbia
Students with Disabilities	Karen Pettus Columbia
HRSM: Orientation Discussion	Valeria Bates, Kate Blanton, Reenea Harrison Columbia
Study Abroad	Keara Dekay Columbia
Career Center	Mark Anthony Columbia
Internships Discussion	Leslie Wiser Columbia Facilitator: Keara Dekay

Planning

Participants should take a moment to check 1 box to attend under each Concurrent session.

Concurrent #1 10:30 - 11:20 AM

<input type="checkbox"/> Carolina Core: Creating a Culture of Assessment	Ballroom	Page 4
<input type="checkbox"/> DegreeWorks Tips & FAQ's	Room 315	
<input type="checkbox"/> Advising Hacks 101	Room 305	

Concurrent #2 11:30 - 12:30 PM

<input type="checkbox"/> Track 1 Advising Appointment & Advisor Resources	Room 303	Page 6
<input type="checkbox"/> Track 2 Advising Special Student Populations	Room 203	Page 9
<input type="checkbox"/> Track 3 Advising Technology	Room 305	Page 12
<input type="checkbox"/> Track 4 Policies and Procedures	Room 315	Page 15
<input type="checkbox"/> Track 5 Student Engagement & Campus Resources	Room 205	Page 18

Concurrent #3 1:30 - 2:25 PM

<input type="checkbox"/> Track 1 Advising Appointment & Advisor Resources	Room 303	Page 6
<input type="checkbox"/> Track 2 Advising Special Student Populations	Room 203	Page 9
<input type="checkbox"/> Track 3 Advising Technology	Room 305	Page 12
<input type="checkbox"/> Track 4 Policies and Procedures	Room 315	Page 15
<input type="checkbox"/> Track 5 Student Engagement & Campus Resources	Room 205	Page 18



Advising Appointment & Advisor Resources

Track 1

Room 303



Maximizing the 30 Minute Appointment for First-Year Students

Sarah Jusiewicz
Academic Advisor | College of Engineering & Computing, Columbia

- 1 Pre-Advisement: New curriculum plans, notes from orientation, advisement forms prepared, standard major/department material.
 - 2 Look for “context clues” to build rapport.
 - 3 Use a checklist to keep yourself on track. Ask student, “Do you have any commitments or University obligations that impact your schedule?”
 - 4 Meaningful follow-up. Use a referral template.
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Advising Major Change Students

Rachel Bradley
Major Change Advisor | University Advising Center | Columbia
Alison Schiede
Major Change Advisor | University Advising Center | Columbia

- 1 Instead of asking why a student want to change their major, ask questions that put more responsibility on the student. Ex: What research have you done/who have you spoken to that made you choose this major?”
 - 2 Curriculum Changes: All curriculum changes must be submitted by the new college/school to the Office of the University Registrar before the end of the free drop/add period of the current term. The current College/School remains the College/School of record until the CCR is processed by the Office of the Registrar.
 - 3 Hacking Appointment Attendance: Major Change Advisors will contact the student the day before their appointment and ask them to confirm or cancel the appointment.
 - 4 Roadblocks to Changing Majors: Waiting on deadlines (minors/cognates, alternative courses, electives) and/or the student does not meet requirements (GPA calculations and estimated time to degree).
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Mapping Your Program & Program of Study

Jenn Tilford
Curriculum Coordinator | University Advising Center | Columbia
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequence to ensure a clear path to graduation. Major maps include universal terminology, a standard program of study, and a common 8-semester template.

- 1 Critical Courses: Quickly identify courses that affect time to graduation or prohibit progression.
 - 2 Codes and Program of Study: Connect courses with a universal program of study.
 - 3 Progression Requirements: Identify progression requirements for each major.
 - 4 Bulletin 2018-2019: Beginning in fall 2018, Major Maps will be linked on the Academic Bulletin.
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What you didn't know about the Foreign Language Placement Test

Tim McAteer
Senior Instructor & Placement Coordinator | Languages, Literatures & Cultures | Columbia

- 1 Students who study abroad can take the placement exam again.
 - 2 Once a student has been admitted to USC, they are eligible to take the placement exam.
 - 3 For many majors, students can satisfy their GFL with only one course.
 - 4 The Placement Exemption Form allows the student to register for the introductory-level course in a language with which they have no/little experience.
 - 5 New! Who needs to take a placement exam?
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Essential information about the Math Placement Test

Francisco Blanco-Silva
Instructor | Mathematics | Columbia

- 1 Most questions about the MPT are answered in the brochure. Different version for different campuses. Updated yearly.
 - 2 The MPT web pages contain access to the tests, instructions, practice exams, FAQs, and more information.
 - 3 Prerequisites: Not everyone needs to take the MPT!
 - 4 Instructors are not allowed to grant overrides.
 - 5 Accommodations: Equal access to all aspects of the USC experience.
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Reaching Disengaged Students

Susannah Waldrop
Director | Student Success Center | Upstate

- 1 Establish a relationship.
 - 2 Keep a list.
 - 3 Find an interest.
 - 4 Breakdown tasks.
 - 5 Multiple meetings and follow-ups.
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Advising Special Student Populations

Track 2

Room 203



Transfer Students

Jodi Salter
Student Services Coordinator | College of Arts & Sciences | Columbia

- 1 Have Banner transcript, DegreeWorks transcript and academic evaluation printed out prior to student meeting to help identify issues or concerns and give visual stability.
- 2 Be flexible and make notes. Assume student can relay previously taken coursework if transcripts don't reflect it.
- 3 You can't always tell a student what they want to hear, but you must tell them what they need to hear.
- 4 Be prepared with an alternate path or plan and remind student they can be successful in more than one path.
- 5 Always end meeting with, 'do you have any questions for me and how will you move forward?' so the student leaves the advisement meeting with a clear understanding of next steps.

Undecided Students

Sheneika Lofton
Administrative Assistant | Center for Student Achievement | Aiken

- 1 Focus and Explore: Choose a minor, meet with different departments, explore opportunities.
- 2 Build a Community: Make introductions, suggest clubs and/or organizations.
- 3 Create a List: List your interests, experiences, strengths, weaknesses.
- 4 Be realistic.

Global Cafés

Dawn Hiller
Director of Students: Humanities, Social Sciences & Fine Arts | College

- 1 Global Cafés create peer relations within the major.
- 2 Give the Student What They Want: In-depth information on pertinent subjects.
- 3 Rate my classes.
- 4 Group therapy.
- 5 Global Cafés allow students to create friendships and study partners.

Advising Student Veterans

Andrea Williams
Assistant Director of Transfers & Special Student Populations & Director of Gamecock Gateway | Student Success Center | Columbia

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- 5 _____

First Generation Students

Jolessa Johnson
Program Coordinator | Sand Sharks Scholars | Beaufort

- 1 Identify: If biological parents have not attained a four-year college degree; Or if biological parents never attended college and the student is considered the FIRST to attend college in the family.
- 2 Communication: Help them understand 'college lingo' and college expectations.
- 3 Recognize and Understand Barriers: Financial, low cultural and social capitals, lack of academic preparedness, low educational aspirations, etc.
- 4 Build on Strengths: Self-assessments and reflections.
- 5 Get Connected: Assist students by helping them feel like they belong.

Advising Student Athletes

Maria Hickman
Senior Associate Assistant Director of Academics & Student Development | Department of Athletics | Columbia

- 1 550 athletes, 9 full time advisors, 18 teams. Know what semester the student athletes' season is in.
- 2 Ask student athletes: What sport do you play? What is your practice schedule? Did you bring in AP/IB credit?
- 3 Not all athletes have a full scholarship. Not all sports can participate in summer school. Financial aid is not guaranteed for summer school.
- 4 Major changes may effect eligibility.
- 5 Students who enroll in the summer term will complete SPTE 490.



EAB Pathfinder

Brian Dusel
Coordinator of Advising Technology | University Advising Center | Columbia
Helen Powers
Director of Integrated Student Success Technology | University Advising Center | Columbia

Advisors primarily use Pathfinder to look up student information, keep appointment notes, and make referrals.

- 1 Right-click on student's name to open new tab.
- 2 "My Conversations" tab shows reminders, notifications, and cancellation emails.
- 3 Use "free" time in Outlook to avoid blocking Pathfinder appointment availability.
- 4 Show/Hide columns in reports to eliminate unnecessary information.

DegreeWorks: Checking Overlay Blocks for Missing Courses

Mackenzie King
Co-Director: Undergraduate Division | Darla Moore School of Business | Columbia

- 1 Checking overlay blocks for missing courses can impact multiple populations on campus.
- 2 If a course is used anywhere in the audit, it will not filter into electives even if it's not being used in a degree-applicable block.
- 3 Be aware and always double check for missing courses. Make all electives substitutions manually by DegreeWorks exception instead of through automation.

Self-Service Carolina Hacks

Rebecca Caro
Academic Coach & Undergraduate Studies Advisor | University Advising Center | Columbia
Alexandra Scovel
Academic Coach & Undergraduate Studies Advisor | University Advising Center | Columbia

- 1 **Restricted Courses:** There are sections that are restricted to special student populations. The restriction can be seen by clicking on the blue CRN number in Self-Service Carolina or in the "Options" section on schedule planner.
- 2 **Advisee Listing Tab:** Your advisees can be found in an alphabetical list under the "Student Information Menu." You can select "Term" and easily access your advisee's ID numbers, holds and transcripts.
- 3 **Transfer GPA:** Beginning Summer 2017, transfer GPA was removed from USC transcripts.
- 4 **Advisee Life Scholarship Tab:** You can find your advisee's LIFE Scholarship (formerly known as overall GPA) on the bottom of the faculty services page under "Advisee Life Scholarship GPA."
- 5 **Advanced Search:** Using the "Advanced Search" or "Class Schedule," you can easily find online or half-term classes for students. Tell students how to find them!

University Advising Center Website

Drew Newton
Assistant Director of First-Year Advising | University Advising Center | Columbia

- 1 Need content to include in the "Details" box when you post availability in Pathfinder? All comments are included in the confirmation e-mail to the student. Tell the student to use the "Pre-Advising Checklist" to prepare for their appointment.
- 2 Need quick answers for course restrictions questions? Pass on the downloadable guide in the Pre-Registration Checklist.
- 3 Looking for a quick preparation document students can complete before advising? Share the link to the Preparing for Advising worksheet.
- 4 Overwhelmed with student questions on how to use Schedule Planner? Pass on both the interactive video and the Self Service Carolina registration videos. We have a step-by-step guide as well!
- 5 Need a video you can share with students and families about academic advising? The pre-orientation advising materials for new freshmen and transfers are ready to view and share.

Hacking Technology for Communication

Tara Dakolios
Advisor: Human Services Program | Palmetto College | Beaufort

- 1 Create a communication plan that includes significant dates, deadlines and information.
- 2 Target specific student populations.
- 3 **Nudging:** Be personal, specific, short, positive and action-oriented.
- 4 **Make a Connection:** Utilize social media to enhance student engagement.
- 5 Provide the Information in a central location that is easy to access and easy to navigate.

Beyond the Classroom Matters Database

Pam Bowers
Associate Vice President of Planning | Assessment & Innovation | Columbia

- 1 BTCM is a student information system for records of engagement in Student Affairs and experiential programs.
- 2 Advisors will be able to access each program's educational purpose and structure for engaging students.
- 3 Advisors will be able to access records of individual advisee engagement.
- 4 Advisors will be able to access aggregate characteristics of student participants in cataloged programs.
- 5 BTCM supports USC Connect initiatives like Graduation with Leadership Distinction and Experiential Learning.

Policies and Procedures

Track 4

Room 315



Financial Aid

Joey Derrick
Director | Student Financial Aid & Scholarships | Columbia

- 1 Keeping a General University Scholarship: Students only need a 3.0 Institutional GPA. No “hours earned” requirement necessary. Financial aid can enforce requirements on an individual basis if the student is not managing their GPA proactively.
 - 2 Keeping a Life Scholarship: Students must maintain a 3.0 Life GPA and an average of 30 credit hours at the end of each academic year. No institutional leeway exists for this requirement.
 - 3 Satisfactory Academic Progress Trifecta: Students must earn 67% of hours attempted, maintain a 2.0 Cumulative GPA after 4 semesters of attendance and must complete the degree within 180 attempted hours.
 - 4 Grade Forgiveness and Life Scholarship Eligibility: If grade forgiveness is granted for a course, both the quality points AND the hours are excluded from LIFE eligibility consideration.
 - 5 If in doubt, refer the student to Financial Aid.
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Hardship Withdrawal

La Tasha Martin
Coordinator of Withdrawal | University Advising Center | Columbia

- 1 Know the WF deadline for each part of term. Bookmark the link from the Registrar’s website to search Part of Term Dates.
 - 2 Students have two years to submit a Hardship Withdrawal Petition.
 - 3 If a student needs to pursue a hardship withdrawal, they need to meet with the Withdrawal Coordinator.
 - 4 Know how to use Pathfinder to help students make an appointment. Have the student log in or use the Appointment Kiosk function.
 - 5 A student does not need to reapply even if they are fully withdrawn due to a hardship. They do need to be advised in order to register for courses for the next semester.
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What is Palmetto College?

Steve Lowe
Director: Liberal Studies & Organizational Leadership | Palmetto College | Columbia
Chris Nesmith
Dean | Extended University | Columbia

- 1 There were originally second degree offerings.
 - 2 Palmetto College was expanded in 2017-2018 to include seven more degree offerings.
 - 3 Each program has at least one Palmetto College Coordinator to assist with advising.
 - 4 Students or advisors can contact Steve Lowe directly with questions.
 - 5 Palmettocollege.sc.edu is a useful resource to find out program specifics.
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Carolina Core

Heidi Waltz
Student Services Manager | College of Nursing | Columbia

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On Your Time Initiatives

Shelley Dempsey
Director | On Your Time Initiatives | Columbia
Amanda Therrell
Manager: Academics | On Your Time Initiatives | Columbia

- Each advisor’s goal for their students should be progressing toward timely degree completion.
- 1 Speak up about your advisees’ course needs.
 - 2 Alternate Course Options: Communicate with your advisees about course options. Get ahead or catch up with online courses, 8 week accelerated courses, winter session, and summer semester.
 - 3 Accelerated Study Plans: Keep students in mind who are good candidates for a Bachelors in 3 years or a Bachelors and Masters in 4 or 5 years.
 - 4 Targeted Email and Mailing Campaigns: Coordinate with other offices on campus to target advisee groups regarding degree progression.
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Experiential Learning and USC Connect

Irma Vanscoy
Executive Director of USC Connect | Office of the Provost | Columbia

- 1 Experiential learning provides real world context.
 - 2 Experiential learning provides structured support to articulate connections.
 - 3 Be in-the-know about what campus resources are available to you and your students.
 - 4 Make a plan to engage with your students on experiential learning. Draft questions to ask in person, via email, etc.
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Student Engagement & Campus Resources

Track 5

Room 205



Honors Students

Kay Banks
Clinical Assistant Professor & Assistant Dean for Student Affairs | South Carolina Honors College | Columbia

- 1 SCHC students are advised early and registered for only honors classes before the general University registration period begins.
- 2 Honors Classes meet several Carolina Core requirements. You can view the Carolina Core attributions on our website.
- 3 The Honors 'Beyond the Classroom' requirement accepts several academic courses for the students to attain credit. The only exception is service-learning.
- 4 Students with a significant amount of AP/IB or college credit could study abroad, apply for a national fellowship or scholarship, or consider adding a minor.

Student Disability Resource Center

Karen Pettus
Director | Student Disability Resource Center | Columbia

- 1 It's important for advisors to have an understanding of the types and percentages of disabilities in our society and on our campus.
- 2 How the student views themselves will impact how comfortable they are talking about their disability informs you as to how to proceed in talking to them.
- 3 Documentation is key and advisors should be familiar with what to include in notes.
- 4 There are key words to look for in determining if a referral to the SDRC is needed and how to make that referral.
- 5 Accommodations are made on a case by case basis with lots of factors being considered - not all students are treated the same

HRSM: Orientation

Valeria Bates
Academic Advisor | College of Hospitality, Retail & Sport Management | Columbia
Kate Blanton
Academic Advisor | College of Hospitality, Retail & Sport Management | Columbia
Reenea Harrison
Director of Academic Planning & Administration, & Academic Advisor | College of Hospitality, Retail & Sport Management | Columbia

- 1 DegreeWorks notes entered into the system a day ahead of time so that any staff can assist with registration on day two.
- 2 Show students how to utilize DegreeWorks & Schedule Planner piece by piece before moving to computer labs.
- 3 All HRSM staff attend registration on day two to ensure for smooth registration process go and allow students to meet staff they will work with beyond their first-year.
- 4 Develop strong relationship with Orientation Leaders to allow for effective communication and working relationships.

Study Abroad

Keara Dekay
Senior Study Abroad Advisor | Study Abroad Office | Columbia

- 1 Find pre-approved course equivalencies using the equivalency tables available on the USC Registrar's site.
- 2 Plan for multiple meetings: Completing the Study Abroad Approval Form is a multi-step process that may require multiple meetings.
- 3 Plan for drop-in hours: Study Abroad Approval Forms are due in November and April. Set aside drop-in advising in your schedule if possible to accommodate these deadlines.
- 4 Know your departmental liaison in the Study Abroad Office.
- 5 Faculty and Staff can go abroad too!

Career Center

Mark Anthony
Associate Director of Career Development & Experiential Education | Career Center | Columbia

- 1 HandShake offers more than just jobs! It also offers events (pathways to professions, etiquette dinners, workshops), an appointments scheduler feature, and other resources.
- 2 CareerShift offers jobs that may not appear in HandShake. Search for connections (such as UofSC alumni) at organizations that have openings.
- 3 CandidCareer.com offers over 5000 brief videos of informational interviews with professionals as well as career readiness videos.
- 4 Brazen Careerist offers online networking events with alumni.
- 5 The Fairs App is a paperless employer directory for Job Fairs.

Internships

Leslie Wisner
Director of Internships | College of Arts & Sciences | Columbia

- 1 Finding an Internship: Help students use their two I's: Imagination and Initiative. Help them think of opportunities outside of their comfort zone.
- 2 Learning the Ropes: Students can experience the professional world and develop career goals through an internship.
- 3 It's an Audition! The student can learn whether he or she is cut out for this kind of work. Is this the right place for them? Tell the student: They audition you, and you audition them!
- 4 Networking: Students can make a good impression and develop helpful contacts. It's a small world; the contacts developed during an internship may be helpful sooner or later.
- 5 To register for an internship a student must accept an internship offer from a mentor/host and notify the Internship Coordinator. Receive a contract and course syllabus from the Department's Internship Coordinator. Get signatures: Academic Advisor, Department Chair, and a Dean. Take the both contract and course syllabus to the Registrar for enrollment
- 6 Encourage your student to say "thank you" to the host, particularly in the form of a handwritten note.



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