



Academic Advising Handbook

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Academic Advising Handbook

Advising Purposeful Pathways for Success

- I. Mission & Context for Academic Advising
 - a. Mission: The mission of academic advising at Newberry College is to engage students by providing individualized and appropriate guidance in a supportive environment that encourages students to make informed choices that support career and vocational goals.
 - b. At Newberry College, we have formulated a Developmental Coaching Model. Please refer to Appendix I.
 - c. Context:
 - i. First meeting (see also Appendix I for Initial Advising Contact)
Focus on **connecting personally** with the student before launching into class scheduling and degree requirements. Learn the **student's name** and gather information about the student and **their story** that will enable you to personalize the advising process.
Share a little bit about yourself (e.g., your personal and professional background).
Clarify your role as an advisor and the student's role as advisee.
Communicate about your office hours and availability in an approachable and warm manner, remembering that meeting an advisor for the first time can be intimidating.
 - ii. Semester Advisor Meeting: Maintain a personal connection with the student by using **open-ended** questions that check on how students are doing:
 1. Academically (How are classes? Grades? Workload? What learning habits or strategies are working well for you right now? What changes do you think you may need to make?)
 2. Purpose exploration (What courses are piquing your interest right now? How are you using your Strengths? Where are you facing challenges academically and what is going well? What sort of community or campus engagement are you doing?) [See Appendix IV on Purpose Exploration]
 3. Socially (Have you made interpersonal connections with people on campus?)
 4. Emotionally (How's your stress level?)
 5. Physically (Are you feeling well?)
 6. Belonging (Are you comfortable here? Is it what you expected it to be? Have you encountered any challenges or obstacles that you didn't anticipate?)
- II. Utilize Advising Syllabus to explain roles and responsibilities. (Appendix III)
- III. Explanation of Core Curriculum (Appendix V)
Copy of General 2022-23 Core Worksheet.xlsx

IV. Placement for Core Curriculum

- a. College Life Courses: Advisors should follow these guidelines as they advise first-year students:
 1. COL 101 is required of all first-year students during their **first semester** at Newberry College.
 2. COL 102 is required of all first-year students during their **first spring semester** at Newberry College. COL 101 and COL 102 will be taken concurrently for students who enter during spring semester.
 3. Exceptions:
 - a. The COL 101 & COL 102 requirement is waived for all transfer students entering with at least **24 credit hours**.
 - b. The COL 101 & COL 102 requirement is waived for all students who complete **HON 101**.
- b. Native Speakers of Spanish, French, or German.
 - i. For questions regarding language placement in Spanish, French or German, please contact Dr. Gregory K. Cole (gregory.cole@newberry.edu). His office is located in LMC 119, Ext. 5244.
 - ii. Native Spanish speakers are not permitted to take Spanish 101, 102, 201 or 202. If a native speaker would like to take a Spanish class, they are more than welcome to take SPA 103 (1 hour, open to all students) or a 300-level class (3 hours).
- c. English
 - i. A grade of C or better in ENG 113 is required to fulfill the EN core requirement, which is also a prerequisite for all WI classes and all other English classes.
- d. Math
 - i. If available in advisee's Academic History (Wolf Den Advising), check advisee's SAT/ACT math scores.
 - ii. Suggest an appropriate math course for advisee skill level based on the flow chart (Appendix X).
 - iii. If the advisee does not agree with course selection or has no test scores on file, ask what math courses they have had and what level they are comfortable with (Algebra, Calculus, Trigonometry). To promote student success, do not place students in a course they have no experience in.

V. Advising Procedures

- a. [Newberry College 2022-2023 Academic Catalog | Newberry College \(cleancatalog.net\)](#)
- b. Approving Advisees Course Schedules
 - i. If advisees add their classes, each course must be approved for each semester by the advisor. During the advising period, it is best to check each week for Need Advisor Approval for each upcoming academic term (Fall, J-term, Spring, May-term, Summer 1, Summer 2).
Wolfden>Academics>Advising>Advisee Roster>Need Advisor Approval
- c. Minimum academic requirements to maintain eligibility for registration
 - i. Students must pass at least 6 credit hours in their previous semester

- | | | | |
|-----|-------------------|----------------------------|------|
| ii. | GPA requirements: | Cumulative Semester hours: | GPA |
| | | 0-23 | 1.20 |
| | | 24-55 | 1.50 |
| | | 56 + | 1.80 |
- d. Satisfactory Academic Progression for Financial Aid Purposes
- i. Students must complete 67% of their attempted credit hours (cumulative)
 - ii. Students must earn a minimum 1.75 GPA their first and second year and 2.00 GPA thereafter.
 - iii. Students must have a cumulative 2.0 minimum GPA to graduate.
 - iv. Students should not exceed their maximum timeframe. This equals 150% of the published length of time for achieving degree.
 - v. Satisfactory academic progression may be specified by each major.
- e. Class Attendance and Course Scheduling
- i. The Newberry College Academic Course Catalogue provides degree-specific requirements for all programs in the year the student began. It enumerates required courses and course rotations.
- f. Transfer Credit
- i. The registrar office receives the transcript and processes accordingly.
[TransferCourseEquiv Guide.pdf](#)
- g. Early Alerts
- i. Early Alerts are used by professors, advisors, and staff to address issues that could impair a student's academic progress. Advisors should make every attempt to contact a student if an early alert is received. Careful listening and then referring to appropriate services like communicating directly with a professor, tutoring or counseling may provide significant support. To submit an early alert>WolfDen>Left Hand Gray Column- Submit Early Alert
- h. Finishline
- i. This is a function under WolfDen that can help an advisor/professor communicate with those under FERPA that could contact a student. When an Early Alert is submitted, Academic Services provides an update of the process of intervention. To access Finishline>WolfDen>More (Located in Gray Main Banner)>Finishline
- i. Withdrawing from Newberry College
- i. Personal or family issues may arise that may influence a student to withdrawal from all courses during the semester. After completing an early alert, help your advisee complete the [Withdrawal Request Form](#) (WolfDen > More>Online Forms). If the student is not returning next semester but plans to return after a semester off, then [One Semester Leave of Absence Request-Traditional](#) is also needed which allows a student to return without going through the admission process again, and to remain in their current academic catalog.
<https://my.newberry.edu/ICS/Online Forms/Office of the Registrar Student Forms.jnz>
 - ii. If the student does not plan to return to Newberry College, then they need to return their mailbox key and residence hall keys.

VI. Responsibilities of the Advisor

a. Functions of the Academic Advisor

- i. Helps student define educational goals, identifies advisee's strengths, and explores purpose.
- ii. Matches student to available resources.
- iii. Assists student to plan academic program consistent with abilities and interests.
- iv. Monitors progress toward educational/career goals.
- v. Supports students in finding appropriate academic or college services.
- vi. Discusses linkage between academic preparation, purpose exploration, and world-of-work.

b. Characteristics of good advising

- i. Is personally and professionally interested in being an advisor. Expresses genuine interest and support to advisees.
- ii. Listens constructively, attempting to hear all aspects of students' expressed problems.
- iii. Sets aside enough regularly scheduled time to meet the advising needs of students assigned.
- iv. Knows university policy and practice in sufficient detail to provide students with accurate, usable information.
- v. Refers students to other sources of information and assistance when referral is the best student-centered response to be made.
- vi. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
- vii. Willingly and actively participates in advisor-training programs, both initial and in-service (Metz and Allan, 1981).

c. Legal issues and Academic Advising

- i. FERPA: this act requires that advisors not disclose to third parties the personally identifiable information contained in a students' education records. Education records include most any record maintained by the institution (or by a third party acting for the institution) regarding a student (34 C.F.R. § 99).
- ii. Right for students under FERPA:
 1. Students have the right to access their education records. This means advisors should assume that anything they put in writing regarding a student could eventually be accessed by the student. This is true whether that writing be in paper or electronic file or in an email.
 2. Students have the right to opt out of having their directory information published. Advisors should therefore take care when publishing lists of their advisees' contact information or awards lists such as Dean's Lists. Such information is directory information and therefore publishable but only if the student has not opted out of directory information publication.
 3. Students have a right to annual notification of their institution's FERPA compliance policies and procedures.
(<https://nacada.ksu.edu/Resources/Clearinghouse/ViewArticles/FERPA-overview.aspx>)
- iii. Privileged Communication

Although the law recognizes the student's right to privacy of their educational records, it also recognizes the advisor's right to privileged communications. Thus, to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts will respect the right to such communications and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest. At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police. (Ford, Example Academic Advising Handbook, nd: 39-40)

- iv. Academic Due Process (How and when students should address Faculty Council) (See Appendix IX.)

VII. Support Services

a. Referrals

- i. Determination of problem(s)
- ii. Referral process--ability to professionally refer the student to the proper person or agency for help.
 1. *Describe* the **goals and services** of the referred service. (Don't assume that the student already knows its purpose or benefits.)
 2. *Personalize* the referral: Refer the student to a **person** (a **name**)—rather than an office.
 3. *Reassure* the student of the **qualifications, capability, and approachability** of the person to whom s/he is being referred.
 4. Help the student identify what **questions** to ask and *how* to **approach** the resource person.
 5. Make sure that the student knows **where** to go and **how** to get there. Or, if possible, and better yet: Offer to **phone** for an appointment while the student is *in your presence*. Or, if possible, better yet: Offer to **walk** with the student to the referred person's *office*.
 6. If the student is not willing to act on your referral now, offer to **check back** with the student at a later point to time.
 7. **Follow-up** the initial referral by asking the student *if* the contact occurred and *how* it went—in general (rather than probing for specific or personal details).
 8. **Acknowledge** the student's willingness to seek support, for taking personal initiative to resolve the issue, and for capitalizing on supportive resources (i.e., for being resourceful person) (Cuseo, 2021).

- b. Health Services- located back of the Science and Math Building
 - i. Counseling & Mental Health Care
 - ii. Medical Attention
- c. Disability- located at the Center for Student Success in the back of Wessels Library
 - i. Recommend first-time advisees to visit Disability Services in person for a clear understanding of accommodations available to them. If advisee can provide a previous IEP or 504 document to the meeting, this will help speed up the process.
 - ii. Remind advisees that each semester they need to renew their request for accommodations due to having new instructors each semester and the need for accommodations may change. Advisees can complete renewal online.
 - iii. The disability information is confidential and is not shared with instructors. Instructors are only informed that they have a student who may request accommodations.
 - iv. Students must request accommodations from instructor, and instructors cannot ask students about their disability.
 - v. For more information, contact Barb Joyner: barbara.joyner@newberry.edu
- d. Tutoring- located in Wessels Library or online. Students sign up for a tutoring time online by logging into Wolf Den > Online Tutoring (under Quick Links) > scroll down to view available tutors by subject.
- e. Diversity – Office for Diversity Education Students may seek a safe space or obtain opportunities to get involved in promoting diversity and inclusion on campus. Students also have access to additional C.A.R.D. allies on campus, listed at <https://www.newberry.edu/academics/academic-experience/diversity-education>.
- f. Career Services – Provides assistance for preparing students to seek employment, student employment, or internships. Handshake is 24/7 web-based platform for all things student career-related at Newberry College. You can find internships, part-time jobs, work-study jobs and professional jobs: [Handshake \(joinhandshake.com\)](https://www.joinhandshake.com) For online or international internships, advisees can look here [Virtual Internships | Learn from real work - Forage \(theforage.com\)](#)
More information can be accessed through [Career Services | Educational Services | Wolf Den \(newberry.edu\)](#) https://my.newberry.edu/ICS/Educational_Services/Career_Services.jnz, or Casey Cline. MS, GCDF, LPC, ATR-BC, 803-321-5362, Casey.Cline@Newberry.edu
- g. Academic Success – Remind advisees to visit their academic success coaches for mentoring and general advising; located at the Center for Student Success
- h. Wessels Library – Provides print and electronic resources for all students and faculty to support curriculum and research. Requests can be made for specific resources that are not presently shelved at the library. Recreational reading is also available. Library staff can assist with obtaining and finding resources. The library is also a safe space for study and computer use. Support is provided for online and commuting students utilizing technology for their courses.
- i. Declaring a Major – In other words, decide on an Academic Program of study in a major field. Students at Newberry College who will have completed 56 semester hours (Junior) by fall semester are required to declare their major no later than the preceding May 1st (Spring semester of sophomore year). A major can be declared by either of the following:

1) Students declare their major by securing the approval of the major department chairperson and completing and filing copies of the Major/Minor Declaration form with the Office of the Registrar. The department chairperson will assign the student an advisor.

2) Students can declare their major online through online forms. They must log into Wolf Den > Select Online Forms from top menu bar > click 'here' link > scroll down to "Major/Minor Declaration Form" > complete and submit.

Note 1: Certain scholarships require that a major be chosen prior to the sophomore year. Example a SC Commission of Higher Education (SCCHE) approved STEM major must be chosen to receive SC scholarship enhancements.

Note 2: Student athletes must declare a major prior to the start of their Junior year. If they have not declared a major by the start of their Junior year, they are ineligible until they declare a major.

VIII. Student Affairs

- a. Housing Protocol All information concerning Housing and Residence Life is located on Wolf Den under Student Life. In the student life tab, including housing application, medical accommodation forms, room assignments, and the ability to see all professional staff working in Housing and Residence Life. All students are required to live in the residence halls and to participate in a college meal plan unless approved to live off campus and commute.
- b. Campus Disciplinary Board Protocol: The Dean of Students as the President's designee in these matters shall typically obtain the advice of the Campus Disciplinary Board before recommending changes in rules governing student rights, responsibilities, and conduct. Under normal circumstances, the Dean of Students will designate the responsibility for the Student Code of Conduct operation to the Office of Student Affairs, particularly the Assistant Dean of Students. This responsibility includes formulating and implementing operating procedures for the judicial consideration of conduct violations and imposing sanctions in an efficient, consistent, fair, legal, and educational manner.

IX. Financial Aid (See Appendix VI)

X. Student-Athletes

- a. As a general rule, student-athletes should register for at least 15 credit hours each semester. (To be eligible to participate in athletics, student-athletes must be registered for at least 12 credit hours; therefore, if they are registered for fewer than 15 hours, then they cannot drop a class if necessary.) To maintain academic eligibility, student-athletes **MUST** pass at least **24 credit hours** for the entire school year.
- b. For the regular academic year (fall and spring semesters), student-athletes must pass a minimum of **18 credits** (9 each semester). *Note: MAY and Summer terms count but only six credits can be used in the **summer terms**.*
- c. To be eligible for competition the next immediate semester, a student-athlete must pass **AT LEAST** nine credits in that current semester. **12 is ideal.**

- d. They must also have a cumulative GPA at or above a 2.0. Student-athletes must also officially declare a major by the end of their sophomore year!
 - e. Many athletic teams begin their practices at 3:00 PM, so student-athletes often prefer not to take classes that end at 3:00, and sometimes coaches will tell them not to take these classes. However, by formal agreement between the Department of Athletics and the Department of Academic Affairs, the academic day lasts until 3:00 PM (with the exception of science labs—see below), so student-athletes should enroll in classes ending at 3:00 if necessary for their proper academic progress.
 - f. Science labs typically end after 3:00 PM; therefore, student-athletes usually take their lab science during the semester when their team is not in season. For student-athletes who have competitions during both fall and spring semesters, some conflicts with science labs may be unavoidable.
 - g. *It is against NCAA regulations for a student-athlete to skip class or leave class early in order to attend practice or get ready for practice.*
 - h. A detailed explanation of the benchmarks governing NCAA Division II athletic eligibility can be found here: <https://www.ncaa.org/sports/2014/9/2/division-ii-progress-toward-degree.aspx>. If you have questions regarding athletic eligibility, you should contact either of our NCAA compliance officers, Wayne Alexander or Casey Petrusic.
 - i. If you encounter other issues of concern while advising student-athletes, contact our Faculty Athletics Representative, David Rachels david.rachels@newberry.edu
- XI. International Students
- a. Some will have come having already done some college level work or work between graduating secondary school and starting college. Talk with your advisee to see what their experiences are. More advanced international students may be interested in Honors 101.
 - b. Check that they have plans for breaks (especially when the caf is closed) and plans for travel. For students on athletic teams this generally goes through athletics. Also academic date reminders are helpful. To encourage belonging, share community events with all your students, but international students will be particularly be looking to experience community events or may be interested in food festivals.
 - c. Some rules will be a bit different (such as driver license requirements, drinking age, rules regarding alcohol and open container rules, etc.).
 - d. Students will need to be clear about the parameters of their visa (especially regarding any paid internships or positions).
 - e. Work to learn the pronunciation of the student's name if you are unfamiliar with it. Do not ask for an Americanized name. Many pronunciations of names are available on forvo.com. Call them by whatever their preferred name is, but the motivation for the name should be the student's preference.
- XII. ROTC students are enrolled in the ROTC program who are on the path towards commissioning as an officer in the military. The funding for this is different than student veterans, and the ROTC program should be contacted for questions or concerns. The current ROTC official at Newberry College is MSgt Phillip Enoch (phillip.enoch@newberry.edu), or LtCol Brian Donley (brian.donley@newberry.edu).

- a. Be aware of the scheduling of MSC lab courses with ROTC students who are commissioning. They are often Tuesday and/or Thursday afternoons, and locations can include Presbyterian College and Lander University.
- b. Be aware that ROTC students often have early morning physical training (PT). It is early enough that class schedules are not impacted – just helpful to be aware of as an advisor.
- c. Any student can take the intro level MSC courses if they are curious about ROTC. Only commissioning (contracted) students can take MSC courses at the 300-level or higher.
- d. Each ROTC student commissioning needs to complete a military history course. The courses that fulfill the requirement are told to students by ROTC, but it is helpful for an advisor to keep that requirement in mind.

XIII. Student Veterans

- a. Student veterans are students who are currently serving or have completed their service. Some of the VA connected material for student veterans applies to dependents who are using student veteran educational benefits, such as the GI Bill.
- b. Our VA school certifying official is currently Registrar Whitney Merinar (whitney.merinar@newberry.edu). Resources are also available at <https://www.va.gov/school-administrators/>.
- c. Be aware that student veterans, or dependents receive housing and book assistance through their GI Bill. Funds are issued when the college submits their paperwork to the VA. Once submitted it takes about two months. This means that student veterans may not get money for books or housing until October or November in fall semesters, for example.
- d. Student veterans may be able to apply for academic credit for life experience. Be aware there is still a cost for this.
- e. Remember that many GI Bill students will need to do enrollment verification starting in Spring 2022 (https://benefits.va.gov/gibill/isaksonroe/verification_of_enrollment.asp). There is nothing the advisor needs to do other than be aware that some GI Bill students, or dependents will need to do this.
- f. The best community contact for student veterans is the Veterans Affairs Office at 1856 Wilson Rd, or available by phone at +1-803-321-2161. The director, David Parnell, is available by email at dparnell@newberrycounty.net. More information is available at <https://www.newberrycounty.net/departments/veterans-affairs>.

XIV. Advisee Concerns

- a. Academic Difficulty Analysis Form (see Appendix VII, p. 27)
- b. Student Mental Health Concerns (see Appendix VIII. Recommending Students for Counseling Services)
- c. Student Misconduct (Student Code of Conduct Handbook) Refer to Student Affairs.
- d. Students and Academic Challenges Related to Advising
 - i. ENROLL IN TOO MANY CREDIT HOURS. Students think they can "get it all back" through one heroic try and, thus, attempt to make the entire grade point-average improvement in a single semester.

ASSISTANCE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one semester usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification (12 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.

- ii. **AVOID REPEATING COURSES IN WHICH THEY EARN BELOW-AVERAGE GRADES.** Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.

ASSISTANCE: **Students who earned below-average grades in courses usually should repeat courses as soon as possible** -- at the University repeated grades replace original grades taken at the University in calculating the grade-point-average if the repeated grade is higher than the original. For example, a student who repeats an "F" course and receives a "C" has improved their GPA as much as earning an "A" in another course, because the repeated grade replaces the original in calculations. Most students do improve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs.

- iii. **RESOLVE INCOMPLETE GRADES WITHIN THE TIME LIMIT** Students may not complete coursework where they received an incomplete within the stated semester.

ASSISTANCE: At the University, incomplete grades change to failures after one year. Thus, advisors should inform students of the significance of resolved incomplete grades compared even to mediocre completion.

- iv. **TAKE ADVANCED COURSES WITH INADEQUATE BACKGROUND.** Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

ASSISTANCE: Students sometimes believe they must continue the scheduled sequence of courses despite academic difficulties. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding.

- v. **TAKE ALL OF THEIR EARLY COURSES EXCLUSIVELY IN THE CORE/GENERAL EDUCATION AREAS** Students may want to complete all basic courses. The reverse of this is true also—some students do not want to take any basic courses.

ASSISTANCE: Students frequently feel compelled to complete all general education courses as soon as possible. An advisor should encourage a student to combine general and major course work, and when possible, to take at least one in his/her own interest area each semester.

- vi. **SEEK ACADEMIC OR PERSONAL HELP LATE IN THE SEMESTER** Students want to succeed on their own and delay seeking help.

ASSISTANCE: There are many reasons students may delay seeking support. Normalize support services to your advisees like tutoring, professor office hours, and counseling services. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

APPENDIX I.

Developmental Coaching
Newberry Edge: Pathways to Success

This is an *adaptive, individualized approach* to support students’ ownership of their success through connecting strengths and purpose exploration to their academic and career goals.

The goal of the advisor is to provide support and coach growth to the next phase. Although there is overlap in the phases, some students may begin at Newberry College ready to “Dream and Design”, while others may spend longer in the Explore phase. The Advising Handbook and the #XplorePurpose packs are full of additional research, worksheets, and strategies to support each phase of advising. Most people during their working years will change their careers 5-7 times. Therefore, developmental coaching aims to grow self-aware, adaptive, and autonomous advisees prepared to succeed throughout their lifetime.

| Connect Phase | Explore Phase | Dream & Design Phase | Plan Phase |
|--|--|--|--|
| <ul style="list-style-type: none"> -Self-reflect on your own approachability from an 18-year-old perspective. -Learn advisees’ interests and relate them to coursework & academic programs. -Relate relevant support services (time management, study skills, tutoring, counseling, campus employment, intramurals, campus organizations). -Explain CORE classes and their connection to essential skills (problem-solving, effective communication, engaged citizenship). | <ul style="list-style-type: none"> -Review strength finder results & connect to an advisees’ area of interest. -Discuss career values and corresponding academic pathways. -Explore professional tools for career interests. Help advisee consider resume review, interview practice, graduate school applications, or civic engagement | <ul style="list-style-type: none"> -Encourage opportunities for real-world learning. -Design community engagement, job shadowing, internships, travel learn, May terms, research interests, professional associations, and conferences. -Identify areas of advisees’ future concerns. Address advisees’ fears related to new experiences. | <ul style="list-style-type: none"> -Target career service workshops. -Encourage applications to jobs or graduate programs. -Support formulating a vision for life and career goals based on discovered values, meaning, and strengths. -Communicate your support for advisee and their growth. |
| <u>Relationship First</u> | <u>#XplorePurpose Career Information (onetonline.org)</u> | <u>Knowledge of self + new opportunities (theforage.com)</u> | <u>Self-authorship</u> |

Appendix II. Example of First Contact Letter to Advisee Prior to Initial Meeting

Alter according to your preferences.

Good afternoon _____,

Congratulations on your acceptance and choice to attend Newberry College. My name is _ (Faculty Name) __, (Title) at Newberry College and will serve as your Academic Advisor to help your educational goals.

Now I would like to learn a little about you. What name do you prefer? I understand you expressed interest in _____. What about that area interests you? As your advisor, I want to help you develop your interests and strengthen your aptitudes that will motivate your college studies. We have resources and classes designed to help you learn more about yourself by learning your strengths and interests and by exploring who you are with purpose.

Before putting your schedule together, I would like to ask you some questions.

1. What did you learn with the greatest ease in high school?
2. What was your favorite assignment?
3. What did your teachers' compliment? What do your friends say they like best about you?
4. Tell me about a time in your life when you accomplished something you were proud of.
5. Will you play on any athletic teams, if so, which one(s)?
6. What types of other activities would you like to participate in—student groups, service clubs, intramurals, music ensembles or bands, extracurricular activities?
7. Do you or will you have any college or AP credit?
8. Are there any minors in which you are interested?
9. Are you interested in an on-campus job?

Recommendation First Meeting: Provide: Advising Syllabus, Academic Catalogue Virtual Link, Advising Syllabus, and 4 Year Academic Pathway for Students Area of Interest/Major.

APPENDIX III.

Academic Advising Syllabus



NEWBERRY

COLLEGE

The **mission** of academic advising at Newberry College is to engage students by providing individualized and appropriate guidance in a supportive environment that encourages students to make informed choices that support career and vocational goals.

| Advisor Contact Information | |
|-----------------------------|--|
| Name | |
| Email | |
| Phone Number | |
| Office Location | |
| Office Hours | <i>*Office hours may change each semester. Request updated office hours as needed.</i> |

For a successful advising experience that supports student career and vocational goals, both student and advisor must maintain active communication. An academic advisor can assist in the following areas:

- Exploring purpose, academic, and career interests
- Finding ways to get involved on campus
- How to access campus resources such as Financial Aid, Disability Services, Tutoring, Recreational activities, Diversity & Inclusion, Greek Life, Counseling and Health Services
- Course selection for registration
- Questions about resumes, internships, and job seeking
- How to obtain a federally funded Work Study experience on campus
- How to report a Title IX complaint or file an academic appeal

The following guidelines are provided to clarify expectations from each participant in the advising process.

| | Student Responsibilities | Advisor Responsibilities |
|---|--|---|
| <p>Contact</p> <p>The primary mode of contact at Newberry College is in-person.</p> | <p>The student’s responsibility is to schedule meetings, keep appointment times, and maintain contact with the advisor.</p> | <p>The advisor’s responsibility is to be available for scheduled appointments and to be available during posted in-person office hours. Virtual advising sessions are available for extenuating circumstances.</p> |

| | Student Responsibilities | Advisor Responsibilities |
|---|--|--|
| <p>Communication</p> <p>The primary mode of communication in the professional world is email.</p> | <p>The student's responsibility is to check and respond to campus emails respectfully and professionally.</p> | <p>The advisor's responsibility is to check and respond to campus emails respectfully and professionally.</p> |
| <p>Preparation for meetings</p> | <p>The student's responsibility is to arrive at the advising appointment prepared to ask questions and be engaged in the advising process.</p> | <p>The advisor's responsibility is to be informed and prepared to address academic concerns.</p> |
| <p>Student Background Information</p> | <p>The student's responsibility is to share any interests, issues, or concerns related to your success as a student and engaged citizen.</p> | <p>The advisor's responsibility is to learn about the student including residence life, interests, and general information that can help students make informed choices.</p> |
| <p>Goal Setting</p> | <p>The student's responsibility is to collaborate with the advisor in setting vocational and professional goals.</p> | <p>The advisor's responsibility is to encourage students to set vocational and professional goals, including providing suggestions or guidance in setting reasonable goals.</p> |
| <p>Campus Services</p> | <p>The student's responsibility is to express their requests or needs that will facilitate equitable success at Newberry College.</p> | <p>The advisor's responsibility is to refer students to appropriate campus resources and support services. Referral may be verbal to the student, by email communication, or by guiding the student to the location of services.</p> |
| <p>Course Selection</p> | <p>The student's responsibility is to arrive at the advising meeting with ideas concerning course selection. Optimally, students will develop the skills to select a possible course schedule before registration.</p> | <p>The advisor's responsibility is to assist the student with navigating the catalog, relay understanding of Core and Major requirements, and advise for appropriate courses for the student's experience level.</p> |

| | Student Responsibilities | Advisor Responsibilities |
|-------------------------|--|---|
| Registration | The student's responsibility is to register for courses by logging into Wolf Den > Academics > Online Registration > (Select correct term) during scheduled registration periods as listed on the Newberry College academic calendar. Students will select courses and "Add" them to their schedule. Students are responsible for seeking advice on course selection as needed. Delays in registration may result in reduced class availability and unfavorable schedules. | The advisor's responsibility is to review and approve selected course schedules in Wolf Den promptly. Advisors may suggest changes to course selection if it may be helpful to the student's goals or background information. Advisors are NOT held accountable for student selection of courses that do not meet graduation requirements as students have the freedom to choose additional courses outside of catalog requirements for graduation. |
| Staying Informed | The student's responsibility is to review: <ul style="list-style-type: none"> ● Wolf Den Academics page online and ask questions ● Academic Calendar for important dates and deadlines ● College Catalog for the year they started at Newberry College | The advisor's responsibility is to remain current with: <ul style="list-style-type: none"> ● Procedures for Advising ● College Catalog requirements ● Academic Calendar for important dates and deadlines ● Campus Policies ● Campus Services |

Relevant Weblinks and Online Pathways for Advising

1. Faculty and Staff Contact Information: <https://www.newberry.edu/faculty>
2. Admission, Transfer Credit, and Financial Aid: <https://www.newberry.edu/admission>
3. Student Services: <https://www.newberry.edu/campus-life/student-services>
4. Campus Life, Greek Organizations, Getting Involved: <https://www.newberry.edu/campus-life>
5. List of Majors and Minors: <https://www.newberry.edu/academics>
6. College Catalogs by year student started attending: <https://www.newberry.edu/catalog>
7. Academic Calendar by year: <https://www.newberry.edu/academics/academic-resources/calendar>
8. Registration: Newberry.edu > Log in to Wolf Den > Academics > Online Registration > (Select correct Term from drop down menu) > Complete online forms as prompted > Search for available courses
9. Selection of Major/Minor: Newberry.edu > Log in to Wolf Den > Online Forms > "here" link > scroll down to "Major or Minor Declaration Form" > complete and submit

10. Change Advisor or Major: Newberry.edu > Log in to Wolf Den > Online Forms > “here” link > scroll down to “Change of Academic Advisor-Major Form” > complete and submit

Students, check your email **daily** for information related to courses and academic requirements. Email is the primary mode of communication between professors and students on campus. The following is a helpful checklist for students to stay on track with their responsibilities about their academic success at Newberry College.

*Note – actual dates change from semester to semester, review the **academic calendar** each semester for the dates of the following events.

| Student-Advising Schedule Checklist | | |
|--|---|-----------------------|
| Time to Complete | Task | Date completed |
| After Orientation | If applicable, review dual-enrollment, transfer, or AP credit, the student should have credits transferred from the institution or testing service directly to the Newberry College Registrar’s office for evaluation. Advisors cannot complete this task for students. | |
| Before Classes Start | Review Wolf Den>Advising>Advisee’s Name>Academic History and make sure any transfer and AP credits are recorded and accurate. | |
| | If any changes in major, career path, or classes are desired for the upcoming semester, contact your advisor. | |
| Start of each semester | Contact your advisor ASAP about any changes you think you want or need to make to your schedule before the add/drop period is over (a drop is not recorded on your transcript). Apply or renew requests for Disability Services. | |
| Mid-semester | Visit at least one professor during his or her posted office hours (who is not your advisor). Ask the professor questions about your progress or your course expectations. | |
| Before the Withdrawal Deadline | Contact advisor if you are struggling to pass a class and need to discuss options for tutoring, enhancing study methods, or withdrawal from the course (a withdrawal is recorded on your transcript). | |
| Registration Week | Meet with your advisor with an idea of courses you would like to take next semester. Plan course schedule and register online. The best practice is to select courses before registration begins so that you can register early. | |
| End of Semester | Inform your advisor if you did not pass a course or failed to meet pre-requisite requirements for a future course. Work with an advisor to change the registration schedule as needed. Failure to make necessary changes may result in complications with | |

| | | |
|------------------|--|--|
| | Financial Aid or meeting graduation requirements on time. | |
| As needed | Keep communication open and let the advisor know if you discover new interests, have new goals or have any concerns. Your success starts with honest and open communication. | |

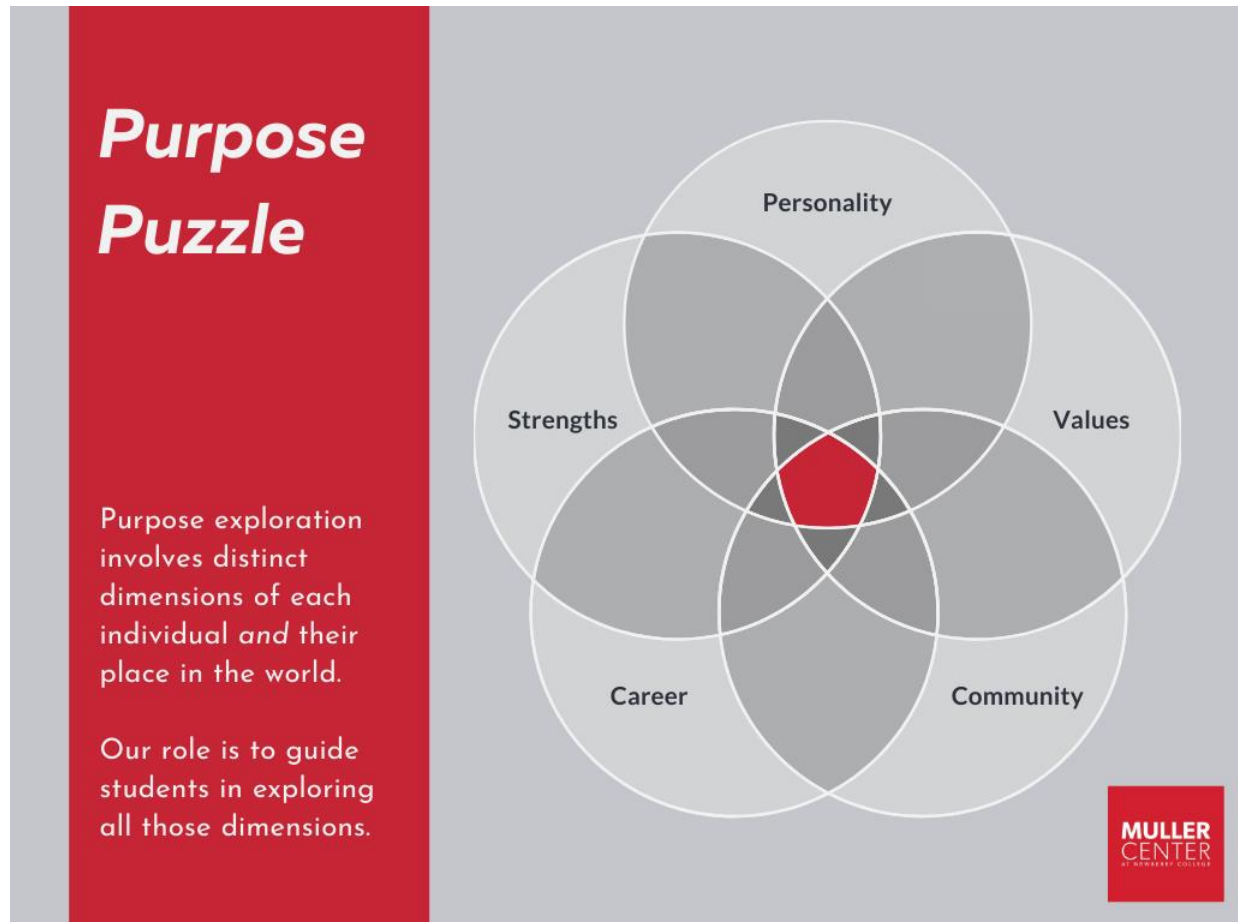
| Newberry College Lexicon (Language) and Other Valuable Information | |
|---|---|
| Registrar's Office | The Registrar's Office is the headquarters for all your academic records and information located on the first floor of Holland Hall. |
| Wolf Den | Newberry College website for enrolled students. Contains class pages, grades, attendance, Financial Aid information, Campus Life events, Counseling and Health Service information, Student Code of Conduct Handbook, and more. |
| Full-Time Student | Full-time students are enrolled in at least 12 credit hours. |
| Part-Time Student | Part-time students are enrolled in less than 12 credit hours. |
| Code of Conduct | The Code of Conduct outlines the expectations for student behavior that is found in the student handbook available in pdf at Newberry.edu . All students are to abide by the Code of Conduct. |
| Core Curriculum | The course requirements that fulfill a Liberal Arts degree to graduate. A Liberal Arts education prepares students for an adaptable skillset in an interdisciplinary world. Core course requirements for graduation are found in the Academic Catalog for the year the student enrolled. On Wolf Den, an advisor can find the Core requirements by navigating to Advising>Advisee (Student Name)>Advising >Course Needs>CORE or Advising Worksheet. |
| Satisfactory Academic Progress (SAP) | Satisfactory Academic Progress (SAP) means that you are completing your coursework and maintaining eligibility for financial aid. |
| Summerland Honors Program | Through a combination of dynamic courses, a Living & Learning community in the dorms, and a variety of special speakers and events, the Summerland Honors program brings together scholarship, service, and community. Students choose from a range of exciting course topics each semester, and Honors courses encourage discussion, curiosity, and hands-on learning. Each Summerland Honors graduate also can complete an independent study, artistic portfolio, or community engagement project, and members of the Summerland community develop innovative thinking and a commitment to others. For more information, contact Dr. Amanda Hodges (Amanda.hodges@newberry.edu) |
| Co-Requisite | A co-requisite means that you need to take an additional course at the same time. |
| Pre-Requisite | A pre-requisite means that you must complete a different course before the one you are seeking to take. |
| Pre-Professional Programs | Pre-Professional programs are tracks that prepare you to pursue professional programs after you have graduated. These programs are not majors. |
| Center for Student Success | The CSS is a one-stop-shop for students for any matters relating to academic skills. The Center uses an individualized one-on-one approach to assist students with the self-management skills they need |

| | |
|-----------------------|--|
| | to be successful in the classroom. The CSS also provides students with learner support services (for students with disabilities and education accommodations) and is also home to the Center for Career Exploration and Preparation. |
| Registration | The period in the semester where students can select classes in Wolf Den for the following semester (normally during November in the fall semester and late March/early April for the spring semester) |
| Degree Audit | A tool that allows a student and his/her advisor(s) to review the progress of completion towards the general core requirements, major requirements, and/or minor requirements (if applicable). See also ADVISING WORKSHEET to outline an advisee's course needs. |
| Academic Plan/Pathway | A tool that shows a student's intended course schedule for multiple semesters. |
| ROTC | https://www.newberry.edu/academics/academic-experience/rotc |
| Transcript | A copy of a student's academic record which includes all courses taken, all grades received, all honors received, and degrees conferred to a student from the first day of school until the current school year |
| Syllabus | A syllabus contains an overview of learning outcomes, procedures, and requirements for a specific course. All course syllabi are located under Wolf Den>Academics>Course>Syllabus. |
| FERPA | The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). |

APPENDIX IV. Resources for Purpose Exploration & Career Considerations

At Newberry our role is not to help students “find their purpose,” something that often changes over the course of a lifetime—and that may be beyond their grasp in the brief years they are with us at Newberry. Rather, our role is to equip them to “explore *with* purpose” throughout their lives.

Purpose is not a destination. It's the attitude of heart and mind you bring to the journey.



Purpose in Stages:

Keep in mind that first-year students need a lot of support exploring *themselves*. Few have been encouraged and equipped to consider their own personality and inclinations, their strengths, or their values. COL 101-102 is designed to support growth in awareness. Advisors play a key role also.

The journey of self-exploration does not end, but students entering their second year can “look up and around” and really start to explore their place in the world. By junior and senior year, students have a greater capacity to be exploring “in here” and “out there” as well as start integrating what they are discovering about themselves, their potential career trajectory, and how they wish to show up in the world beyond their professional identity (community, family, etc.).

Reflection + Action:

Reflection is vital. Advisors can use the questions below to model self-reflection for students and encourage them to incorporate self-reflection into their daily life.

Action is also important. Studies show that most people do not decide on a path just by thinking about it. They need to try new things and see what interests or excites them. In addition to reflection, encourage students to keep an open mind about Core courses and help them identify personal entry points for classes where they lack interest or are struggling. Also encourage them to get involved in different ways with community and campus engagement—to try new things. This can be especially helpful for Exploring students and for those who discover their intended major is not for them after all.

Purpose Exploration Questions & Prompts

Through curious, open-ended questions, we can support students in

1. honing self-awareness,
2. engaging a growth mindset, and
3. assessing the academic, professional, and civic opportunities open to them.

Such questions are endless. ***Purpose Packs*** (distributed by the Muller Center) in addition to questions below are good places to start. Work with colleagues in your area to develop further questions that fit your discipline or role at the college. The Muller Center has additional resources.

Self-Awareness:

- What would you say are your best qualities as a person? How do you bring those into your daily life?
- Let's look at your Clifton Strengths Top 5.
 - Which of these surprised you?
 - Which of these do you feel is most at work in your life right now?
 - Which of these would you like to grow?
 - Are there other strengths or skills you'd like to grow?
- What classes were you strongest in during high school? Which most interested you?
- You want to major in _____. Tell me more about why.
- Tell me about one of your role models. What qualities do you admire in that person? How do you strive for those qualities in your own life?
- What do you do to unwind and take care of yourself?

Growth:

- Tell me about a time when things didn't go as you'd hoped and planned. How did you move forward?
- What are your current strategies when the going gets tough or you face obstacles? How can you tap into your strengths to push through to the other side?
- How have you changed or grown in the past year?
- What are you most proud of from the past year—personally or academically?
- What have you learned about yourself since coming to Newberry?
- If you could sit down with the person you were one year ago, what wisdom would you have to share with them?

- Imagine yourself one year after graduating from Newberry College. What might that person say to you?
- What are you most excited about in the coming year/semester?

Opportunities:

- What sort of community engagement activities have you participated in?
- What campus organizations have you checked out?
- What campus events have you attended?
- Have you taken advantage of Career Services? It is never too early to benefit from their programs and resources.
- What internships opportunities are available in your [intended] major? I encourage you to investigate.
- Have you looked at the offerings for May Term?

Major & Career Questions

- What influenced you to choose your current major?
- Have you ever watched a film or video and thought, “I could see myself having that job”? What appealed to you?
- If you could have any career, what would it be? How does that connect to what you are currently studying?
- What are your favorite subjects from college or high school? How are all of these subjects related? Are they related to a future career or goal?
- How do you like to express your ideas (e.g., writing, music, film, etc.)? How does this connect to your future goals?
- Happiness and success are two reasons students choose specific careers. Can you think of a career where you can accomplish both? Explain.
- Do you enjoy quantitative subjects such as math, science, or accounting or do you prefer qualitative subjects such as English, art, or communication studies? Why?

Strategies for Learning about Different Majors

The following material has been excerpted from Cuseo et al. (2016). *Thriving in College & Beyond: Research-Based Strategies for Academic Success and Personal Development*. Dubuque, IA: Kendall Hunt.

In addition to knowing yourself well, deciding on a major also requires knowing your major well. Listed below are specific strategies that can be used to deepen your knowledge of a major.

Reflect on learning experiences you’ve had in the past that you found enjoyable or stimulating. Think about previous classes that piqued your curiosity and in which you did your best work. The subjects of these courses may be major fields of study that match up well with your interests, talents, and learning style.

At the website www.mymajors.com, you can enter information about your academic performance in high school courses. Your information will be analyzed, and you’ll receive a report on what college majors appear to be a good match for you. You can do the same analysis for the first courses you complete in college.

Take a look at introductory textbooks in the field you’re considering as a major. Review the table of contents and read a few pages of the text to get some sense of how information is presented in the field and whether the topics are compatible with your educational interests. You should be able to conveniently find introductory textbooks for different fields of study in your college bookstore.

Discuss the major you're considering with an academic advisor. To get unbiased feedback about the pros and cons of majoring in a particular field, it's best to speak with an academic advisor who works with students who major in a variety of majors. If you're still interested in the major, you can follow up by getting more detailed information by consulting with an advisor who works primarily with students in that major.

Speak with faculty members in the department. Consider asking them the following questions:

- **What academic skills or qualities are needed for a student to be successful in your field?**
- **What are the greatest challenges faced by students majoring in your field?**
- **What can students do with a major in your field after graduation?**
- **What types of graduate programs or professional schools would a student in your major be well prepared to enter?**

Seek out students majoring in the subject you're considering and ask them about their experiences.

Talk to several students to get a different and balanced perspective on what the field is like. You can find these students by visiting student clubs on campus relating to different majors (e.g., psychology club or history club). You could also check the class schedule to see when and where classes in that major are meeting. Go to one of them and ask students about the major, either before or after class. The following questions may be good ones to ask students in a major you're considering:

- **What attracted you to your major?**
- **What types of skills or talents are needed to succeed in your major?**
- **What would you say are the advantages and disadvantages of majoring in your field?**
- **Knowing what you know now, would you choose the same major again?**

Also, ask students about the quality of teaching and advising in the department offering the major. Studies show that different departments within the same college or university can vary in terms of the quality of teaching as well as their educational philosophy and attitude toward students (Pascarella & Terenzini, 1991, 2005).

Sit in on some classes in the field you're considering as a major. If the class you'd like to visit is large, you may be able to just slip into the back row and listen. If the class is small, ask the instructor for permission. When visiting a class, focus on how well you're responding to the content or ideas being covered, not the instructor's personality or teaching style. Remember: you're trying to decide whether to major in the subject, not the teacher.

Surf the website of the professional organization associated with the field you're considering as a major. These websites often contain useful information for students interested in majoring in a particular field. To locate the professional website for a field you're considering as a major, ask a faculty member in that field or search the web by simply entering the name of the field followed by the word "association." For example, if you're thinking about becoming an anthropology major, check the website of the American Anthropological Association. If you're considering history as a major, look at the website of the American Historical Association. The American Sociological Association's website identifies various careers that sociology majors are qualified to pursue, and the website of the American Philosophical Association contains information about nonacademic careers for philosophy majors.

Visit your Career Development Center to inquire about what graduates have gone on to do with the major you're considering. Ask if the Center has information about the type of careers the major has led to and graduate programs or professional schools that students have entered after completing the major.

Be sure that you are aware of all courses required for the major you're considering. You can find this information in your college catalog, university bulletin, or campus website. If you're in doubt, seek assistance from an academic advisor.

College majors sometimes require courses that students never expect would be required. For example, students interested in majoring in the field of forensics are often surprised by the number of science courses for this major. Keep in mind that college majors often require courses in fields outside of the major that are designed to support the major. For instance, psychology majors are often required to take at least one course in biology, and business majors are often required to take calculus.

If you're interested in majoring in a particular field, be sure you are fully aware of such outside requirements and are comfortable with them. Once you've accurately identified all courses required for the major you're

considering, ask yourself the following questions: Do the course titles and descriptions appeal to my interests and values? Do I have the abilities or skills needed to do well in these courses?

Be sure you know if certain academic standards must be met to be admitted to the major you're considering. On some campuses, these majors are called “restricted” majors, meaning that departments control their enrollment by restricting the number of students admitted to the major. Admission may be limited to students who earn a GPA of 3.0 or higher in certain introductory courses required by the major. In some cases, the department may rank students who apply for the major according to their overall GPA, then proceed down the list and accept them in the order of their GPA until there are no more openings.

If you intend to major in a restricted field of study, be sure to keep track of whether you're meeting the acceptance standards of the major as you continue to complete courses and earn grades. If you're falling short of the academic standards of the major you hope to enter—despite working at your maximum level of effort and regularly using the learning assistance services available on campus—consult with an academic advisor about the possibility of finding another major, particularly one that may be closely related to the restricted major you were hoping to enter.

Use your elective courses to test your interest in subjects that you might major in. As its name implies, “elective” courses are those you elect or choose to take. They come in two forms: free electives and restricted electives. *Free electives* refer to all courses you take that count toward your college degree but aren't required for general education or a major. *Restricted electives* are courses you must take, but you get to choose them from a restricted list (menu) of courses that have been specified by your college to fulfill a requirement in general education or an academic major. For example, your campus may have a general education requirement in the social or behavioral sciences that stipulates you must take two courses in this field; however, you get to choose what those two courses are from a list of options (e.g., anthropology, economics, political science, psychology, or sociology). If you're considering one of these fields as a possible major, you can take an introductory course in that subject to test your interest in the subject while simultaneously fulfilling a general education requirement needed for graduation. This strategy allows you to use general education as the main highway to travel toward your destination (a college degree) and use your restricted electives to explore side roads (potential majors) along the way. You can use the same strategy with your free electives.

APPENDIX V.

[Copy of General 2022-23 Core Worksheet.xlsx](#)**Revised Core Curriculum – Final Draft, 21 Jan 2022**

Newberry College Mission Statement: *Newberry College prepares students in the Lutheran liberal arts tradition through our supportive academic community for lifelong intellectual and personal development, meaningful vocation, and engaged citizenship in the global society.*

General Core Requirements:

| Hours | Designation (hours) – Course and/or Area |
|-------|---|
| 14 | Intellectual and Personal Development (mission statement area 1) CL (3 hours): COL 101 and 102 - College Life, or HON 101 FT (2 hours): FIT 1xx - Fitness for Life EN (3 hours): ENG 113 - First-Year Composition SP (3 hours): SPE 110 - Speech WI (3 hours): Writing Intensive |
| 16 | Meaningful Vocation (mission statement area 2) RL (3 hours): REL 110 or 12x - Religion IQ (3 hours): INQ 101 - Inquiry SB (3 hours): Social and Behavioral Sciences MA (3 hours): MAT 101, 111, 121, 150, 200, or 211 - Mathematics LS (4 hours): Laboratory Science |
| 15 | Engaged Citizenship in the Global Society (mission statement area 3) LA (3 hours): Additional Language GL (3 hours): Global Learning CE (3 hours): Civic Engagement HF (3 hours): Humanities and Fine Arts EX (3 hours): Explore (formerly May Term) |
| 45 | |

Note: *No single course can fulfill more than one general core requirement.*

Major Core Requirements:

| | |
|-------------|---|
| PCOM | Professional Writing and Communication (mission statement area 1) |
| PETH | Professional Ethics (mission statement area 2) |
| PCEN | Professional Civic Engagement (mission statement area 3) |

Each major will cover these requirements in courses (or a course) of the program's choosing.

Note: *Any course that fulfills a major core requirement cannot also fulfill a general core requirement.*

Advising Worksheet w/Core Curriculum Checklist (Core revised Jan 2022)

Student name: _____

Date of this revision: _____

General Core Requirements – 45 sem. hours:

Intellectual and Personal Development – 14 credit hours

| | Grade | Credit | Sem./Year |
|---------------------|-------|--------|-----------|
| CL – COL 101 | _____ | 2 | _____ |
| CL – COL 102 | _____ | 1 | _____ |
| FT – FIT _____ | _____ | 2 | _____ |
| EN – ENG 113 | _____ | 3 | _____ |
| SP – <u>SPE 110</u> | _____ | 3 | _____ |
| WI _____ | _____ | 3 | _____ |

Meaningful Vocation – 16 credit hours

| | Grade | Credit | Sem./Year |
|--------------------|-------|--------|-----------|
| RL – REL110 or 12x | _____ | 3 | _____ |
| IQ – INQ 101 | _____ | 3 | _____ |
| SB _____ | _____ | 3 | _____ |
| MA – MAT _____ | _____ | 3 | _____ |
| <u>LS</u> _____ | _____ | 4 | _____ |

Engaged Citizenship in Global Society – 15 credit hours

| | Grade | Credit | Sem./Year |
|-----------------|-------|--------|-----------|
| LA _____ | _____ | 3 | _____ |
| <u>GL</u> _____ | _____ | 3 | _____ |
| CE _____ | _____ | 3 | _____ |
| HF _____ | _____ | 3 | _____ |
| <u>EX</u> _____ | _____ | 3 | _____ |

- No single course can fulfill more than one general core requirement.
- 120 credit hours needed to graduate
- Each major will cover Major Core requirements in courses (or a course) of the program’s choosing.
- Any course that fulfills a Major Core requirement cannot also fulfill a General Core requirement.

Minor / Double Major / Electives

| | Grade | Credit | Sem./Year |
|-------|-------|--------|-----------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
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| _____ | _____ | _____ | _____ |
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| _____ | _____ | _____ | _____ |

| MAJOR REQUIREMENTS | | | |
|---------------------------|-------|--------|-----------|
| | Grade | Credit | Sem./Year |
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| _____ | _____ | _____ | _____ |

- Major Core Requirements Abbreviations:**
PCOM – Professional Communications
PETH – Professional Ethics
PCEN – Professional Civic Engagement
- These Major Core requirements may be completed through designated major courses.

Minor / Double Major / Electives

| | Grade | Credit | Sem./Year |
|-------|-------|--------|-----------|
| _____ | _____ | _____ | _____ |
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| _____ | _____ | _____ | _____ |

NOTE: This document is meant as a guide, not a contract. Students are advised to make changes to this plan only in consultation with their academic advisers.

APPENDIX VI. FINANCIAL AID PROCESS

I. RENEWAL REQUIREMENTS

- a. **Federal:** FAFSA Application is available October 1st of each year. Based on the information provided, FAFSA will determine the student's EFC. The EFC will determine the student's eligibility for Pell grant, student loans, federal work study, and SEOG. To maintain eligibility, students must meet the financial aid Satisfactory Academic Progress (SAP) standards.
 - i. **Student Loans:** Students must be enrolled in at least six (6) credit hours to receive their student loans.
 - ii. **Federal Work Study (FWS):** Priority is given to students who complete their FAFSA by March 15th and demonstrate need based on their FAFSA. Typically, if a student has a high EFC, they will not have any need and will not be eligible for FWS. FWS is not guaranteed just because the student received it in the previous year. Therefore, it is possible for a student that had FWS in the first year to not receive it in the next.
 - iii. **Federal Supplementary Educational Opportunity Grant (FSEOG):** These funds must be given to students who demonstrate need on their FAFSA, as explained in the federal section. Priority is given to students who complete their FAFSA by March 15th and have a zero EFC.
- b. **State Funds:** State funds are governed by the state of South Carolina.
 - i. **LIFE:** Students need to maintain a 3.0 GPA and earn 30 credit hours for the academic year and enroll as a full-time student each semester. The summer session can be used to obtain the 30 credit hours. LIFE recipients can earn a LIFE Enhancement during their sophomore year. To be eligible for the LIFE beginning with the sophomore year, students must earn at least fourteen (14) credit hours of instruction in mathematics or life and physical science or a combination of both by the end of their freshman year.
 1. If a student did not start their first academic year with the LIFE scholarship, they may still earn 30 credit hours with a 3.0 GPA to receive the LIFE scholarship for the next academic year.
 - ii. **HOPE:** Student only receive the HOPE scholarship for their first semester only. It is not renewable. Student must enroll as a full-time student each semester. If the HOPE recipient earns 30 credit hours and a 3.0 GPA, they will receive the LIFE scholarship in the next academic year. These students should also be advised to earn at least fourteen (14) credit hours of instruction in mathematics or life and physical science or a combination of both by the end of their freshman year for the enhancement scholarship.
 - iii. **Palmetto Fellows:** Students need to maintain a 3.0 GPA earn an average of 30 non-remedial credit hours by the end of each academic year (beginning with fall, including spring, and ending with immediately succeeding summer) and enroll as a full-time student each semester. Exempted credit hours (i.e., AP, IB, CLEP), credit hours earned before high school graduation (i.e., dual enrollment courses) and credit hours earned the summer term immediately following high school graduation cannot be used to meet the annual credit hour requirement for the Palmetto Fellows Scholarship. Palmetto Fellows recipients can earn a Palmetto Fellows Enhancement during their sophomore year. To be eligible for the Palmetto Fellows enhancement beginning with the sophomore year, students

must earn at least fourteen (14) credit hours of instruction in mathematics or life and physical science or a combination of both by the end of their freshman year.

- iv. **SC Tuition Grant (SCTG):** Students must complete their FAFSA on or before June 30th and meet the institution's Satisfactory Academic Progress (SAP) standards. Student must enroll as a full-time student each semester.
- c. **Institutional Scholarships:** Upon applying to the college, students are automatically evaluated for institutional scholarships. The scholarships are based on their GPA and EFC. Student must be full time to maintain their institutional scholarship. Student may also receive other institutional scholarships from athletics, band, nursing, education, music, or choir.

II. DELIVERY SYSTEM

- a. Financial Aid Office collects all supporting documents and verifies all information.
- b. Awards are then made in the following order:
 - a. Pell Grant
 - b. Institutional grant
 - c. Work-study
 - d. Loans
- c. Students must have a schedule to determine if student can be awarded as a full-time student or half time student and to generate tuition charges on their account. We also need their housing status to determine if the student can be awarded as an on-campus student or an off-campus student and to generate their housing charges on their student account if the student is on campus.
- d. Once students have established their status, award letters are sent to the student with one or more of the above programs. Awards are made for the entire year but broken down by semester.
- e. Student accepts the award in their Wolf Den and complete any missing requirements online. If the aid is not enough to cover their student account charges, students are given options for private loans to cover the remaining balance. If financial aid is greater than the charges on the student account, he/she may collect excess in the form of a refund to cover indirect costs (such as housing, transportation, etc.).
- f. If the student still has a balance after all aid options are explored, the student must pay the balance or set up an acceptable payment plan.
- g. After enrollment is verified by the student attending class, the aid will be requested from various entities (state, federal, and institution).

III. PARAMETERS AND DISCUSSION

- a. Federal and State programs have fairly rigid guidelines that allow for little deviation.
- b. Our institutional aid philosophy is to use limited budgets to help and reward the maximum number of students. A student, therefore, may receive only one type of institutionally funded scholarship.

APPENDIX VII. ACADEMIC DIFFICULTY FORM

ACADEMIC DIFFICULTY FORM: If a student isn't doing well in a particular course, ask focused questions to identify whether the cause is related to:

- a) *Skill* (Do you think your low performance is due to inadequate background preparation in reading, writing, or math skills?)
- b) *Will* (Do you think you need to put in more time and effort?)
- c) *Strategy* (Do you think you have the skills to do well, are putting in the time and effort to do well, but still not learning effectively or not demonstrating what you've learned on tests and assignments?) (Cuseo, 2021).

| ACADEMIC DIFFICULTY ANALYSIS FORM | | | |
|--|---------|---------|---------|
| Factors which, in the judgment of the student, are contributing to scholastic difficulty in specific subjects. Please indicate subject (history, biology, etc.) and check appropriate items. | | | |
| | Subject | Subject | Subject |
| Study Habits | | | |
| Problems with reading and assignments | | | |
| Excessively Absent | | | |
| Submitted Late Work | | | |
| Frequently late to class | | | |
| Health of personal issues | | | |
| Did not spend enough time studying | | | |
| Communication with professor | | | |
| Content comprehension | | | |
| Not interested in subject | | | |
| Work commitments | | | |
| Co-curricular activities | | | |
| Other | | | |
| Other | | | |
| In conference, the student and I affected the following actions relating to the above: | | | |
| Signature of advisor and date_____ | | | |
| Submit a record to Early Alert system in Wolfden. | | | |

Appendix VIII. RECOMMENDING STUDENTS TO MENTAL HEALTH COUNSELING

Being aware of signals that indicate the possibility of problems can be helpful to a faculty member in making a judgment about whether or where to refer a student for counseling.

The following signs may indicate that a student could benefit from your support and counseling referral:

Unusual Behavior

1. Withdrawal from usual social interaction
2. Marked seclusion and unwillingness to communicate
3. Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts
4. Lack of social skills or deteriorating personal hygiene
5. Inability to sleep or excessive sleeping
6. Loss of appetite or excessive appetite (starving or bingeing behavior)
7. Unexplained crying or outbursts of anger
8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
9. Repeated absence from classes
10. Unusual irritability
11. Thought disorder (i.e., the student's conversation does not make sense)
12. Suspiciousness, irrational feeling of persecution
13. Irrational worrying or expressions of fear

Traumatic Changes in Personal Relationships

1. Death of a family member or a close friend
2. Difficulties in marriage or family relationships
3. Dating difficulties
4. Sexual abuse
5. Terminal/chronic illness of a family member

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking)
2. Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory)
3. Being a child of an alcoholic or drug dependent parent

Academic Problems

1. Dramatic drop in grade point average
2. Deficient reading speed or comprehension
3. Poor study habits
4. Incapacitating test anxiety
5. Sudden changes in academic performance
6. Lack of class attendance

Career Choice Problems

1. Dissatisfaction with academic major
2. Unrealistic career aspirations
3. Confusion regarding interests, abilities, or values
4. Chronic indecisiveness or choice conflict
5. Uncertainty of career alternatives

The Art & Science of Making *Student Referrals*: Suggested Strategies for Faculty

1. *Describe* the **goals and services** of the referred service. (Don't assume that the student already knows its purpose or benefits.)
2. *Personalize* the referral: Refer the student to a **person** (a **name**)—rather than an office.
3. *Reassure* the student of the **qualifications, capability, and approachability** of the person to whom s/he is being referred.
4. Help the student identify what **questions** to ask and *how* to **approach** the resource person.
5. Make sure that the student knows **where** to go and **how** to get there. Or, if possible, and better yet: (Ü)
6. Offer to **phone** for an appointment while the student is *in your presence*. Or, if possible, better yet: (Ü)
7. Offer to **walk** with the student to the referred person's *office*.
8. If the student is not willing to act on your referral at the moment, offer to **check back** with the student at a later point in time.
9. **Follow-up** the initial referral by asking the student *if* the contact occurred and *how* it went—in general (rather than probing for specific or personal details).
10. **Acknowledge** the student's willingness to seek support, for taking personal initiative to resolve the issue, and for capitalizing on supportive resources (i.e., for being resourceful person).

Taken alone any of these signals may be insufficient to warrant intervention. However, duration of behavior, combination of signals, and the degree of intensity of indicators will determine the type of intervention needed.

When to Refer

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help the faculty member define the limits of his or her involvement with a student's problem. It is important not only to hear what the student is saying, but to be attentive to the non-verbal behaviors as well as the feelings underlying the message to you. A referral is usually indicated under the following circumstances:

1. When a person asks for referral. However, you need some information from the person to know where the best referral is. It is also a good idea to explore with the student how urgent this need is. It may be that the student is feeling quite upset and some exploration with you will help the individual feel more comfortable being referred.
2. When a student presents a problem or requests information which is outside your range of knowledge.

3. A person contemplating suicide. This has the potential of being the most severe of all crises dealt with herein. Although there are wide differences in the seriousness of suicidal thoughts, any time a student is thinking of it seriously enough to discuss it with you, take it seriously. Although it is important for you to help deal with immediate feelings, a threat to self or others ethically requires strong intervention on the part of the faculty or other professionals. To assess the severity of the suicidal thought, contact a counselor from the Counseling Center or alert emergency services. Offer to walk with the student to see the Counselor.
4. Someone you feel you have not helped, or whom you've gone as far as you can go with, but who you feel needs help. None of us can help everyone needing help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs.
5. Lack of objectivity on your part. You may know the student on other than a professional basis (friend, neighbor, relative), may know the person the student is talking about, or be identifying too closely with the problem being discussed. Any of these may interfere with your ability to be a nonjudgmental listener. It would be better for the student to be referred to someone else.
6. If a student is reluctant to discuss a problem with you for some reason. You may sense that the person may not feel comfortable talking to you.
7. If a student has physical symptoms. Headaches, dizziness, stomach pains, insomnia can be physical manifestations of psychological states. If students complain about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, the school nurse or the school physician.

*Adapted from (*Cuseo, 2018*)

APPENDIX IX. STUDENT APPEAL GUIDELINES

ANY student filing any appeal, must provide the following supporting documentation:

1. A complete and signed petition form available through the Registrar.
2. A typewritten or computer-generated rationale for making this appeal. In your rationale, you need to discuss: your reasons for making this appeal, the steps you have already taken to resolve this issue, other options you may have considered, and the outcome you are seeking from the appeal.
3. Sample Appeal Letter:
Dear Faculty Council Members,
[First sentence or paragraph: Introduce yourself and explain what you are appealing.]

[Second Paragraph: Fully explain what happened. Why are you in the situation you are in? Lay it all out there so they can get a clear picture of what happened.]

[Last paragraph or sentence: thank the committee for their time and let them know that you are more than willing to meet with them via Zoom.]

Sincerely,
Sign your name

ANY student appealing a FA (Failure Due to Absences), or Final Grade must provide the following additional supporting documentation (check all that apply):

4. A copy of the course syllabus.
5. Timeline of events relevant to the appeal.
6. Cumulative GPA, current semester GPA, and GPA for major
7. Correspondence from the instructor of record and Department Chair indicating that appeal has been denied at those levels (if applicable)
8. Copy of Newberry College regulation (if applicable)
9. Correspondence with instructor of record (if applicable)
10. Assignment or exam in question (if applicable)
11. Any other documentation supporting the appeal

Please keep in mind the following when filing any type of appeal:

1. The Faculty Council highly recommends that students work with the Center for Student Success and/or their Academic Advisor when filing an appeal. These are both resources designed to help students navigate the process.
2. The more complete and thorough an appeal, the faster and smoother the process will go.

If you are appealing a FA (Failure Due to Absences) or Final Grade, these steps apply:**First Step ☐ Instructor of Record**

The student must first contact the instructor of record to discuss the grade and determine whether a change in grade will be made. The student should be prepared and courteous when speaking with the instructor. The instructor has the right to ask the student for additional materials or information, as needed, to decide on the appeal. If an agreement is reached to change the grade, the student needs to follow-up with an email to the instructor confirming the grade change. If the issue is not resolved satisfactorily at this informal level, the student should submit a typewritten or computer-generated signed petition that specifies the circumstances leading to the appeal to the faculty member's Department Chair; or if the faculty member is a Chair, to the Vice President for Academic Affairs.

Second Step ☐ Department Chair (or Vice President for Academic Affairs)

If the instructor of record rejects the appeal, the student then has the option of bringing the appeal to the Chair of the program or department in which the course was listed. Chairs can elect to discuss the matter with the student or may appoint a delegate to discuss the appeal. The appeal process may be done in person or in writing and may require the submission of additional information, all at the discretion of the Chair.

Third Step ☐ The Faculty Council

If the student or faculty member is not satisfied with the response of the Chair or Vice President for Academic Affairs, the issue may be appealed to the Faculty Council. A signed petition and a written summary of the reasons for the prior decision should be submitted to the Office of the Registrar for presentation to the Faculty Council. The student and the faculty member involved may appear before the Faculty Council. **The decision of the Faculty Council is final.**

Reasons for Appealing a FA or Final Grade:

Appeals are only considered by the Faculty Council when they meet one or more of the following criteria. When explaining what occurred, please discuss which of the following criteria are being used for the basis of the appeal.

- Instructor violated the terms of the syllabus.
- Instructor made an error in calculating or recording a grade.
- Instructor violated a college policy when they gave assignments, administered exams, or assigned grades.
- Instructor applied an inconsistent grading standard across students.
- Instructor did not allow the student to complete assignments or exams missed before the student enrolled in the course.
- Instructor violated a written agreement with the student.
- Instructor did not provide a fair opportunity for the student to make up work missed while attending college-sanctioned activities.

You **MAY NOT** appeal a grade if you feel that the nature and standard of evaluation was too onerous (i.e., your instructor is marking too hard) or if you don't like or agree with a policy in the syllabus. Remember, the syllabus functions as a contract between instructor and student; therefore, by choosing to stay in the class, you have agreed to abide by the class policies.

Grade Appeal Request Form

https://my.newberry.edu/ICS/icsfs/Grade_Appeal_Request_Form.pdf?target=1c2fb621-9330-41ab-9852-306348027213

APPENDIX X. MATH PLACEMENT

| Newberry College Math Placement - All the listed courses satisfy the Math requirement for the Core. Placement can be contested with the Math Program Coordinator. | | |
|--|--|--|
| MATH ACT/SAT/Grades | Recommended Math Course | Prospective Majors |
| SATM = 590 or higher ACTM = 25 or higher AND High School Precal w/B or above OR High School Calculus | MAT 211 Calculus 1 | Math Chemistry Middle Level Math Pre-engineering Dual-Degree Forestry |
| SATM = 560 to 580 ACTM = 23 to 24 AND High school Algebra 2 w/ a B or above | MAT 150 Precalculus <i>Prerequisite to MAT 211</i> MAT 200 Statistics | Math Computer Science Chemistry Biology Middle Level Math Pre-engineering Dual-Degree Forestry Other degrees that require upper-level Biology and Chemistry courses |
| SATM < 560 ACTM < 23 See last column | MAT 111 College Algebra <i>Prerequisite to MAT 150</i> <i>Prerequisite to MAT 200</i> <i>Prerequisite to SSC 230</i> | Pre-Nursing Early Childhood Education Elementary Education Business Sport Management Digital Marketing Political Science Psychology Health Care Management Health Science Exercise Science Physical Education Any major requiring MAT 200 or SSC 230 |
| SATM < 560 ACTM < 23 Students with higher ACT/SAT MAY enroll in this course. See last column. | MAT 101 Mathematics for the Liberal Arts | Students who do not need MAT 111 as part of their major. Students majoring in the fine arts or Humanities areas. |

It would be strongly encouraged that advisees with anticipated majors that require multiple courses in Math or a minimum Math course above MAT 101 (STEM majors, for example) be placed in Math for Fall Semester. For other students remember that the Core Curriculum only requires completion of one Math course.

APPENDIX XI.) WHO TO CALL

Refund Checks

Accounting landee.buzhardt@newberry.edu
803-321-5105 Holland Hall, Room 102

Room Change

Residence Hall Director for your building
See residence hall name in this list

Room Selection

Sherrigan Feaster-Johnson sherrigan.feaster-johnson@newberry.edu
803-321-5328 Derrick Hall, Room 4

Roommate Issues

RA or Residence Hall Director for your building
See residence hall name in this list

Security

Officer on duty/Chief Whitman paul.whitman@newberry.edu
803-940-0672/803-321-5602 Brokaw Hall/Derrick Hall, Room 13 (Chief Whitman)

Sexual Trauma Services of the Midlands (off-campus resource)

Sexual violence and Sexual assault 24/7 Assistance 803-771-7273
Offices located in Newberry, Columbia, Lexington and Sumter

SGA

Kenntail Grooms kenntail.grooms@newberry.edu
803-321-3311 Derrick Hall, Room 9

Smeltzer Hall

Jakqulyn Williams jakqulyn.williams@newberry.edu
803-321-5623 Derrick Hall, Room 1

Suicide Prevention

Martha Dorrell martha.dorrell@newberry.edu
803-321-5373 Health Center behind Science and Math

Ashley Williams a.williams@newberry.edu
803-321-5271 Health Center behind Science and Math

Suicide Prevention (off-campus resource)

National Suicide Prevention Lifeline 24/7 Assistance
1-800-273-8255

Title IX Matter

Nikki Brooks nikki.brooks@newberry.edu
803-321-5117 Holland Hall, 1st Floor

Transcripts

Office of the Registrar whitney.merinar@newberry.edu
803-321-5125 Holland Hall, Room 108

Tutoring

Carl Lominick carl.lominick@newberry.edu
803-321-5149 Under Library tab on Wolf Den/Wessels Library
Schedule

Walker Hall

Jakqulyn Williams jakqulyn.williams@newberry.edu
803-321-5623 Derrick Hall, Room 1

Wi-Fi problems

Office of Campus Technology helpdesk@newberry.edu
803-321-5646 Darrow House or Technology Request Form on Wolf
Den

Withdraw from NC

Office of the Registrar whitney.merinar@newberry.edu
803-321-5124 Holland Hall, Room 108



WHO TO CALL

Academic Advising Problems

Dr. John Lesaine john.lesaine@newberry.edu
803-321-5123 Center for Student Success

Air-Conditioning In-Residence Hall

Physical Plant murriel.shealy@newberry.edu
803-321-5238 Facilities Building - across the street from cemet

All Campus Entertainment

Kenntail Grooms kenntail.grooms@newberry.edu
803-321-3311 Derrick Hall, Room 9

Athletic Questions

Kitty Odom kitty.odom@newberry.edu
803-321-5166 O.L. Casey Building

Brokaw Hall

Elka Variste elka.variste@newberry.edu
803-321-5623 Derrick Hall, Room 2

Bullying

Dean of Students barry.mclanahan@newberry.edu
803-321-5146 Derrick Hall, Room 5

Campus Ministry

Pastor David Coffman david.coffman@newberry.edu
803-947-2052 Webber Ministry House

C.A.R.D. (Campus Alliance for Respect and Diversity)

Dr. Peggy Winder peggy.winder@newberry.edu
803-321-5161 Keller Hall, Room 206

Career Services (Resume Writing, Internships, Mock Interviews)

Center for Student Success casey.cline@newberry.edu
803-321-5362 Center for Student Success

Class Location

Wolf Den/Registrar whitney.merinar@newberry.edu
803-321-5125 Holland Hall, Room 108

Class Schedule

Wolf Den/Registrar whitney.merinar@newberry.edu
803-321-5125 Holland Hall, Room 108

Clubs and Organizations

Kenntail Grooms kenntail.grooms@newberry.edu
803-321-3311 Derrick Hall, Room 9

Commuter - Do You Meet The Criteria?

Submit completed documents to Derrick #5 maecy.burton@newberry.edu
803-321-5146 Wolf Den under Student Life/Housing and Residence Life

Cromer Hall

Kevin Fowler kevin.fowler@newberry.edu
803-321-2119 Derrick Hall, Room 2

Derrick Hall

Kevin Fowler kevin.fowler@newberry.edu
803-321-2119 Derrick Hall, Room 2

Dining Services (Dietary Restrictions, Meal Options, Nutrition)

Tiffany Bell Herrin tiffany.bell@newberry.edu
803-321-5151 Kaufmann Hall

Do I Have Enough Money To? (Eg. Change Meal Plan, Residence Hall)

Financial Aid financialaid@newberry.edu
803-321-5127 Holland Hall, Room 103

Drop Or Add A Class

Your Academic Advisor or Registrar - *Locate your Academic Advisor in Wolf Den*
803-321-5124 (Registrar) Holland Hall/under Academics on Wolf Den

Esports

Ruben Benitez ruben.benitez@newberry.edu
803-321-5268 Wright Hall, Apex Arena

Ethernet Issues

Office of Campus Technology helpdesk@newberry.edu
803-321-5646 Darrow House or Technology Request Form

Excused From Class /Disability Services

Ashley Henderson Ashley.henderson@newberry.edu
803-321-5274 Center for Student Success

FAFSA

Financial Aid financialaid@newberry.edu
803-321-5127 Holland Hall, Room 103

Fax - Need To Send?

Maecy Burton maecy.burton@newberry.edu
803-321-5146 Derrick Hall, Room 5

Federal Work Study

Leanne Waters Leanne.waters@newberry.edu
803-321-5129 Holland Hall, Room 103

Fines/Fees On Account

Accounting landee.buzhardt@newberry.edu
803-321-5105 Holland Hall, Room 102

Flyer Posting

Kenntail Grooms Kenntail.grooms@newberry.edu
803-321-3311 Derrick Hall, Room 9

First Year Experience - FYE

Dr. Michael Smith FYE@newberry.edu
803-321-5501 Derrick Hall, Room 6

Grade Questions

Instructor, Department Chair, Registrar - *Contact the course instructor first*
803-321-5124 (Registrar) Holland Hall, Room 108

Greek Life

Kenntail Grooms kenntail.grooms@newberry.edu
803-321-3311 Derrick Hall, Room 9

Heat In Residence Hall

Physical Plant murriel.shealy@newberry.edu
803-321-5238 Facilities Building

Holds On Account

Accounting landee.buzhardt@newberry.edu
803-321-5105 Holland Hall, Room 102

Housekeeping (Public Areas)

Physical Plant murriel.shealy@newberry.edu
803-321-5238 Facilities Building

ID Cards

Dana Barbour dana.barbour@newberry.edu
803-947-2126 Holland Hall, Room 103

Intramurals & Campus Recreation

Dr. Eboni Brown eboni.brown@newberry.edu
803-321-3329 Derrick Hall, Room 8

Kinard Hall

Kevin Fowler kevin.fowler@newberry.edu
803-321-2119 Derrick Hall, Room 2

Mail - Sending and Receiving

Leslie Sligh leslie.sligh@newberry.edu
803-321-5150 Wright Hall

Meal Plan Changes

Maecy Burton maecy.burton@newberry.edu
803-321-5146 Derrick Hall, Room 5

Medical Problems

Renee Arnold healthservices@newberry.edu
803-321-3316 Health Center behind Science and Math

Medical Problems (After hours and weekends)

Doctor's Care 803-276-2186
Newberry County Emergency Room 803-276-7570

Mental Health Counseling

Martha Dorrell martha.dorrell@newberry.edu
803-321-5373 Health Center behind Science and Math

Ashley Williams a.williams@newberry.edu
803-321-5271 Health Center behind Science and Math

Maintenance Problems In Residence Hall

Physical Plant murriel.shealy@newberry.edu
803-321-5238 Facilities Building

Oakland Mill

Jakquyn Williams jakquyn.williams@newberry.edu
803-321-5623 Derrick Hall, Room 1

Orientation/FYE

Dr. Michael Smith FYE@newberry.edu
803-321-5501 Derrick Hall, Room 6

Parking

Paul Whitman paul.whitman@newberry.edu
803-321-5602 Derrick Hall, Room 13

Password Problems

Office of Campus Technology helpdesk@newberry.edu
803-321-5646 Darrow House

Pearson Hall

Jakquyn Williams jakquyn.williams@newberry.edu
803-321-5623 Derrick Hall, Room 1

Professor Concerns

Department Chair/Dr. Parrish sid.parrish@newberry.edu
803-321-5110 Holland Hall, 2nd Floor

Proof I Am A Student

Office of the Registrar whitney.merinar@newberry.edu
803-321-5125 Holland Hall, Room 108

Proof of Residency

Residence Hall Director for your building
See residence hall name in this list