

University of South Carolina

SLIS: Bachelor of Science in Information Science

Academic Advising Program, CAS Standards and Guidelines

The SLIS program adheres to the principles set down by the Council for Advancement of Standards in Higher Education (CAS).

Part 1. Mission

A. The mission of the University of South Carolina School of Library and Information Science is to provide and promote education and leadership in library and information science, services, and studies through the highest levels of teaching, research, and service.

B. The mission of the Bachelor of Science in Information Science (BSIS) program at the University of South Carolina is to create an environment that enables students to acquire specialized knowledge and skills in the processes of gathering, organizing, preserving, and providing access to information. Students will examine how people and organizations communicate and use such information for decision-making, problem-solving, and knowledge creation.

The **vision** of the BSIS program is to be a leader in the field of Information Science promoting and employing diverse strategies in education, research, and outreach.

Thus the degree rests on three foundations—people, knowledge and skills, and technology.

PEOPLE:

Student Goal 1: To enable the student to perform effectively in the information science field by demonstrating comprehension of the cultural, historical, economic, and social values of information and information tools for individuals, organizations, and the society at large. Students will be prepared to evaluate the role of information for a variety of users, in a variety of industries, in different organizational settings, and for different purposes.

1-A: Students will demonstrate an understanding of the historical influences of the role of information in society, the valuable role of information and information technology in society, and the diversity of needs and uses for information.

1-B: Students will demonstrate an understanding of the interaction between information and its users.

Program Goal 1: To effectively market the core mission of the program to prospective students and other constituencies. To be a leader in the field of information science through collaboration with key university and external partners and stakeholders.

KNOWLEDGE AND SKILLS:

Student Goal 2: To enable the student to perform effectively in the information science field by demonstrating practical skills for analyzing, processing and managing information and developing and managing the underlying information systems in our knowledge-based society. These skills include problem solving and decision-making so that they will be able to both develop and utilize information systems and information tools effectively, thus establishing their leadership in our evolving information economy.

2-A: Students will describe the techniques and principles for creating, storing, organizing, transforming, and communicating information to various information seekers.

2-B: Students will demonstrate knowledge of the foundations of information literacy.

2-C: Students will demonstrate an understanding of how to conduct and use research in the field of Information Science.

Program Goal 2: To provide students with “real world” experiences by offering and encouraging internships and other professional activities.

TECHNOLOGY:

Student Goal 3: To enable the student to perform effectively in the information science field by demonstrating an understanding of the many ways in which information can be created, stored, organized, transformed, and communicated in order to benefit individuals, organizations, and society.

3-A: Students will demonstrate practical skills of information science and the use of information systems.

3-B: Students will design, develop, and maintain a variety of existing and evolving information technologies.

Program Goal 3: To adapt and use existing technology to deliver and enhance the program.

C. The mission of the Academic Advising Program for the Bachelor of Science in Information Science (BSIS) at the University of South Carolina is to continuously assist,

educate, and collaborate with BSIS students in achieving their educational and career goals.

Part 2. Program—Resources and Goals and Responsibilities for the SLIS Academic Advising Program

A. General Information

Advisor: Andy Thomas

Office: Davis College, Room 105

Hours: Monday-Friday, 8:30-5:00

Phone: (803)-777-4028

Internet: AThomas@sc.edu

B. Advising Tools and Resources

Academic Undergraduate Bulletin (<http://bulletin.sc.edu/>)

Student Undergraduate Handbook

(<http://www.libsci.sc.edu/bsinfosci/BSinIShandbook.pdf>)

Minors Bulletin Handbook (<http://www.cas.sc.edu/ugrad/mbulletin.pdf>)

Student Rights (http://registrar.sc.edu/html/student_rights/stud_rights.stm)

Carolinian Creed (<http://www.sa.sc.edu/creed/>)

Academic Calendars (<http://registrar.sc.edu/html/calendar5yr/5YrCalendar3.stm>)

GPA Calculator (http://registrar.sc.edu/html/gpa_calc/gpa.htm) or use

(<http://www.sis.umd.edu/gpacalc/java.html>)

C. Advising Objectives*:

1. Mentoring students to assist them in coming to a self-understanding of their academic and career options, their own limitations and self-acceptance (understanding their abilities, understanding their interests, and understanding their limitations), and clarifying their values and how they affect successful academic and life choices.
2. Assisting students in identifying career goals based on their interests, skills, abilities, and values and in developing an educational plan consistent with life goals and objectives.
3. Assisting students in gaining decision-making skills through the exploration of academic and career goals.
4. Providing students with accurate information about institutional policies, procedures, resources, and programs.
5. Initiating student referrals to other institutional or community support services when warranted.
6. Assisting students in evaluation or reevaluation of progress toward established goals and educational plans and facilitating and providing students with information on a wide

range of services and educational opportunities that may be pertinent to their educational success.

7. Collecting and distributing relevant data about student needs, preferences, and performance for use in institutional decisions and policy.

*Adopted from the National Academic Advising Association (NACADA)

D. Student Learning and Development Domains

1. Knowledge acquisition, integration, construction, and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

E. Advisor and Advisee Responsibilities

The Advisor's Responsibility

Students should rely on their advisors to:

- Understand and effectively communicate to you curriculum, graduation requirements, and university and college policies and procedures
- Provide you with accurate, relevant information as it becomes available
- Listen to your concerns and respect your individual values and choices
- Assist you in defining your academic, career, and personal goals, and assist you in creating an educational plan that is consistent with those goals
- Be available to answer your questions through scheduled meetings or email
- Provide you with information about educational opportunities outside of the classroom
- Assist you in the development of decision-making skills and in the evaluation of your progress toward completion of your degree
- Refer you to other campus offices when appropriate
- Help you to identify campus services that will enhance your academic success
- Help you to plan for any special programs like Study Abroad
- Assist you in responding to academic difficulties
- Maintain your confidentiality

Students must see their advisor before they register for classes each semester. The advisor will review the student's progress, assist the student in selecting courses, and help the student with any other academic issues.

In addition, students can make an appointment at any time with their adviser to talk about academic issues or difficulties. The advisor should be the first stop for students who are in academic difficulty.

The Student's Responsibility

Students should rely on themselves to:

- Explore different majors and career options. Reflect on your interests and values to pick a discipline that is a good fit for you.
- Attend advising appointments as scheduled, at least once per semester. Bring a list of questions or areas of interest to discuss.
- Become familiar with your degree program of study as well as campus policies and procedures.
- Use campus services, talk to faculty and staff members as needed and explore extracurricular activities to enhance your academic achievement.
- Use advising tools made available to you by your advisor, the SLIS undergraduate web site, and other available campus resources.
- Set short and long term goals for your success.
- Review your progress and seek ways to improve and/or stay on track toward completing your degree.
- Accept primary and increasing responsibility for making your own decisions and actions based on available information and service.

In the end, students are responsible for their own academic success. Students should know who their advisor is and how to contact the advisor when warranted. Students should understand the requirements for their degree and any university policies that may affect it.

F. Policies and Procedures for Advising

- **How do I make an appointment with Mr. Thomas?**
E-mail him or sign up (leave name and phone number on his advising sign-up sheet located outside his door. Appointments are on the half-hour. Mr. Thomas cannot take appointments over the phone during other advising appointments and you may need to leave a message on his voice mail. He will call you back as soon as possible. His phone number is (803)-777-4028 or e-mail him at AThomas@sc.edu.
- **What should I bring to the appointment?**
You should bring an updated record of academic work (audit), an idea of the courses you may want to take, and any questions you may have.
- **Where can I access my Degree Audit?**
Go to your VIP account
Go to the academics tab on the left side
Pull up academic record for advisement purposes only
Print record

G. Important Dates

Dates will be set each year for advising periods in the fall, spring, and summer semesters. Other dates include orientation sessions, pertinent student deadlines, and other special social or academic functions. The program will publish and communicate this information on an annual as well as day to day basis through such resources as the web site, e-mails, Listserv, Black Board, mailings, and word of mouth.

H. Demonstrating Your Achievement of Learning Outcomes

In order to measure and document your learning outcomes for academic advising, you and your advisor will develop an on-going portfolio/file of your advising work. This portfolio/file will consist of a variety of documents including your degree program of study, your semester schedules, documentation on any referrals on campus, and other pertinent documents that demonstrates your achievement of these outcomes.

Part 3. Leadership

The SLIS undergraduate advisor was selected based on educational and work experience. He, along with the SLIS undergraduate committee, has been given the powers and the resources to promote, set goals and objectives, implement practices and procedures, communicate pertinent information, and assess and evaluate the effectiveness of the SLIS program. The SLIS advisor will be evaluated by the school on an annual basis.

Part 4. Human Resources

The SLIS will set criteria for staff selection, training, and evaluation. If additional advisor or support personnel are warranted to provide SLIS students with fast and reasonable service, then the hiring will be based on fair, inclusive hiring practices. Advisors will learn and know about an institution's programs, academic requirements, policies and procedures, majors, minors, and support services. All such employees will be evaluated on a yearly basis. The advisor(s) will be made familiar with institutional resources and make appropriate referrals in areas that are unfamiliar to them or in which they have limited experience or knowledge. The school will provide opportunities for professional development of advisors and support staff in such areas as student development, career development, institutional policies and procedures, legal issues such as FERPA, technology and software training, institutional resources, and ADA compliance issues.

Part 5. Ethics

The SLIS advising program will practice the highest ethical standards including:

- Maintaining privacy and confidentiality
- When emergency disclosure is required the advisor will inform the student it has taken place and provide the student with all other particulars.
- The advisor will recognize and avoid all cases of personal conflict and/or interest.
- The advisor will deal fairly and objectively with all persons they serve

- The ethical practices of the program will be upheld to periodic review by the school

Part 6. Legal Responsibilities

The advisor will be knowledgeable about and responsive to any laws and regulations that relate to their responsibilities. The advisor will talk to students about FERPA laws as well as other legal matters dealing with their rights as students. If any new laws or regulations are passed the advisor will be timely in letting the student's know about any changes or potential liabilities.

Part 7. Equity and Access

All SLIS advising services will be provided on a fair and equitable basis and if and when significant problems in student participation come into view the program will take affirmative action to remedy these problems.

Part 8. Diversity

The SLIS advising program will nurture an environment where similarities and differences among people are recognized and honored and will address the characteristics and needs of its students when implementing any policies and procedures.

Part 9. Organization and Management

The program is structured purposely and managed effectively to achieve stated goals

A) Appropriate Structure

- 1) Policies and procedures have been established and are kept together in a manual that will continue to be developed with procedural and policy matters covering all aspects of the program.
- 2) Performance Expectations and Responsibilities
 - a) Performance expectations are written and reviewed each year by the school
 - b) Advisor Responsibilities are delineated and communicated to both advisor(s) and students
- 3) The advisor's position falls beneath the school's Student Services Office and is charged with the responsibility of the school's undergraduate program.
- 4) Clearly stated service delivery expectations are addressed in the program's objectives.

B) Effective Management

- 1) The SLIS advisor will use comprehensive and accurate information to formulate decisions. He will be given the authority to make most decisions regarding the undergraduate program or he will work closely with the Student Services Manager to formulate plans of action for other decisions which he must get approval.
- 2) The advisor will communicate effectively with others about internal and external program matters.

- 3) The advisor will practice conflict resolution practices with staff and students.
- 4) The advisor will be responsiveness to changing conditions in order to take actions for the good of the program.
- 5) The advisor will be held to accountability for the success of the program based on performance expectations set by the school.
- 6) A regular review of administrative policies and procedures will be conducted by the advisor.

Part 10. Campus and External Relations

The advisor will establish and maintain relations with other relevant campus offices and external agencies through day to day contact, special meetings and trainings, and through electronic communication. The advisor will follow all university procedures and guidelines in the case of threats, emergencies, and crisis situations.

Part 11. Financial Resources

Adequate funding will be provided to the program by the school in order for it to accomplish its mission. Funding needs will be evaluated and proposed on an annual basis. Funding will be approved through the Student Services Office and/or by the school.

Part 12: Technology

The SLIS program has computers and other needed technology. The data on students is on files kept on a central SLIS server and is back-upped and secure. The SLIS advisor has access to this as well as the internet in order to support the mission of the program. A computer lab is provided for SLIS students.

Part 13. Facilities and Equipment

The SLIS program has an office and other needed equipment. The data on students in files is secured. The SLIS advisor has access to institutional student databases and the internet in order to support the mission of the program. The advisor's space can be private.

Part 14. Assessment and Evaluation

The program will be subject to annual assessment and evaluation. Qualitative and quantitative methods will be applied to measure stated mission, goals, and student learning and development outcomes. The program will conduct student surveys to collect responses from students on program effectiveness. The results will be reviewed and any changes warranted will then be implemented to improve the quality of the program. Also, data from grades, the graduation rate, placement information, and surveys from graduates and employers will be collected, analyzed, used to improve the program.

SLIS BSIS ADVISING PROGRAM STANDARDS	EXISTING EVIDENCE	PLANS	NEEDS
<p>1. Current, accurate and easily accessible information on the school and its program is available to students and the general public.</p> <p>This information includes announcements of program goals, descriptions of curricula, admission requirements, and other policies and procedures.</p> <p>Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence</p>	<p>Website</p> <p>Undergraduate bulletin (online)</p> <p>Printed materials</p> <p>Academic polices (handbook)</p> <p>Phone and office availability</p>	<p>Review and update website and any other printed materials</p>	<p>Additional materials that help to articulate the purpose and the relevance of the degree program</p>
<p>2. Students are advised and construct acceptable programs of study that allow individual goals and aspirations to be met within the context of program requirements.</p> <p>Students receive continuous evaluation of their goals and have access to continued guidance and counseling.</p> <p>Student Learning and Development Outcome Domains: Practical competence</p>	<p>Program of Study</p> <p>Student file with notes, forms, and any portfolio information</p>	<p>Systematic evaluation of student progress at meeting with advisor during every semester</p>	<p>N/A</p>
<p>3. The school provides an environment that fosters student participation in the total learning experience.</p> <p>Student Learning and Development Outcome Domains: humanitarianism and civil engagement and intrapersonal development</p>	<p>Copies of posters announcing free and open seminars and lectures</p> <p>Undergraduate student organization</p>	<p>Set up undergraduate student organization</p>	<p>N/A</p>
<p>4. The school applies the results of evaluation of student</p>	<p>Student surveys</p>	<p>N/A</p>	<p>N/A</p>

achievement to program development. Faculty, students, and staff are involved in the evaluation process Student Learning and Development Outcome Domains: Interpersonal competence	File with notes on evaluation needs and copy of action plan Yearly list of those involved in the evaluation process.		
--	---	--	--

SLIS ADVISING OUTCOMES FOR PROGRAM AND STUDENTS	ACTION	EVALUATION
The student knows that a VIP account has been assigned and how to access the account Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence	Students receive undergraduate handbook and handout at the beginning of each academic year with information about VIP account, how to access course information, how to use the degree audit system, how to access the SLIS BSIS site, and information on the drop/add procedure with important dates	See notes in student file about receiving handout. See annual evaluation about helpfulness of this document.
The student understands how to access the online schedule of courses Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence	Students receive undergraduate handbook and handout at the beginning of each academic year with information about VIP account, how to access course information, how to use the degree audit system, how to access the SLIS BSIS site, and information on the drop/add procedure with important dates	See notes in student file about receiving handout. See annual evaluation about helpfulness of this document.
The student is aware of how to use the university degree audit system Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence	Students receive undergraduate handbook and handout at the beginning of each academic year with information about VIP account, how to access course information, how to use the degree audit system, how to access the SLIS BSIS site, and information on the drop/add procedure with important dates	See notes in student file about receiving handout. See annual evaluation about helpfulness of this document.
The student will know how and where to find the SLIS BSIS website with information about the program, how to contact staff and faculty, where to get	Students receive undergraduate handbook and handout at the beginning of each academic year with information about VIP account, how to access course information, how to use the degree audit system, how to access the	See notes in student file about receiving handout.

<p>assistance from academic support services, how to access financial aid and scholarship opportunities</p> <p>Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence</p>	<p>SLIS BSIS site, and information on the drop/add procedure with important dates</p>	<p>See annual evaluation about helpfulness of this document.</p>
<p>The student will understand the drop/add procedure and deadline</p> <p>Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence</p>	<p>Students receive undergraduate handbook and handout at the beginning of each academic year with information about VIP account, how to access course information, how to use the degree audit system, how to access the SLIS BSIS site, and information on the drop/add procedure with important dates</p>	<p>See notes in student file about receiving handout.</p> <p>See annual evaluation about helpfulness of this document.</p>
<p>The student will understand the FERPA Privacy act and policies and grant authorization or no access to their records</p> <p>Student Learning and Development Outcome Domains: Knowledge acquisition, cognitive complexity, and practical competence</p>	<p>At first advising session, student informed about FERPA and asked to sign paperwork if they want their parents or others to have access to their grades. If not, paperwork will be included in file with notation that they did not wish to disclose grades to anyone.</p>	<p>See student's file for FERPA paperwork.</p>
<p>The student will discuss academic and career goals with advisor and select a major/minor to fit goals</p> <p>Student Learning and Development Outcome Domains: Practical competence</p>	<p>Advisor and student will talk about their academic and career goals at each advising session. A program of study will be prepared. Notes will be kept on this process.</p>	<p>See student's file for program of study in notes.</p> <p>See evaluation.</p>
<p>The student will select courses to fit academic and career goals.</p> <p>Student Learning and Development Outcome Domains: Practical competence</p>	<p>Student will select courses with advice from advisor to fit their academic and career goals. Program of study will track their choices.</p>	<p>See student's file for program of study in notes.</p> <p>See evaluation.</p>
<p>Students will know existing policies, procedures and other pertinent information governing undergraduate students.</p>	<p>Advisor will communicate existing policies, procedures and other pertinent information governing undergraduate students to all students using various forms of communication (Student Handbook, Web</p>	<p>See evaluation.</p>

Student Learning and Development Outcome Domains: Practical competence	Site, e-mails, blackboard, etc.)	
Formal Evaluation based on grades, the graduation rate, placement information, and survey data from graduates and employers Student Learning and Development Outcome Domains: Interpersonal competence	Students will be asked to fill out a formal evaluation at the end of each academic year. The advisor will pull data on grades, graduation rates, placement information, and survey data from graduates and employers.	See evaluations. See data pulled on grades, graduation rates, placement data, and any other survey data from graduates and employers.
Student opportunities for service learning, internships, and work-study will be encouraged and monitored. Student Learning and Development Outcome Domains: humanitarianism and civil engagement and intrapersonal development	Students will be kept informed about new opportunities for service learning, internships, and work-study through e-mails and personal contacts.	See evaluations.

Updated 4/18/2011