Just over one year ago, the University of South Carolina Student Success Center (SSC) merged with the Academic Centers for Excellence (ACE) to create a one-stop shop for academic and student success initiatives. Since then, ACE has been renamed as the Academic Coaching and Engagement program, and the expanded SSC has seen a significant increase in demand for services. These offerings include academic coaching, supplemental instruction (SI), tutoring, financial literacy, programs for transfer students and cross-campus advising.

The consolidation of these academic-enhancing resources creates a central location for students to find accessible paths to success in the university community. As their needs evolve, Carolina students are calling for increased academic aid outside of the classroom. Comprehensive services through the center improve student learning experiences by building confidence and mastery in specific disciplines and enabling informed decision-making.

The growing demand for SSC services led to additional allocations in the program's budget last year, allowing for an increased staff, internet-accessible resources and the expansion of fundamental programs. Through this growth, the center seeks to enhance the effective learning skills of each individual student, leading to tangible success in college and beyond.

The SSC is seeing growth in many ways, including seven new full-time staff members to provide more coaching, advising and support; expanded staff for the call center’s academic-help hotline (803-777-1000); and additional tutors for 26 subjects, such as economics, psychology and biology.

Among other areas of development, the center has witnessed particular success in the SI program, which offers peer-led study sessions for traditionally challenging courses. This fall semester, the program expanded its class sections from 66 to 84 and aims to offer nearly 100 sections in spring 2013. While the SI program welcomed 6,300 visits to sessions held in September 2011, its numbers have elevated to 7,775 student visits this September. On average, students who attend three or more SI study sessions will earn a half to a full letter grade higher in the class than students who did not attend a session.

Eric Moschella, director of the Student Success Center, believes that the student demand for learning assistance stems from an increase in students eager to excel in their learning—not just because they are struggling academically.

“USC is on the cutting edge of providing students with convenient and accessible resources through the comprehensive center,” said Moschella. “More students are coming to college and wanting to do better in classes, and the SSC helps these students develop efficient and effective learning skills.”

For more information on the SSC’s available resources, please see page 7 or visit www.sc.edu/success.
Dear friends:

To parents of our new first-year students, welcome to the Carolina family. To parents of our December graduates, congratulations, and thank you for the role you have played in their accomplishments. To parents of our many students who are continuing their education and planning for the next semester, know that we remain committed to their educational and personal growth and that we will continue to provide information and support to you, their parents.

Thank you to all who visited our campus in September for Parents Weekend, our largest ever with more than 7,600 participants. The enthusiasm and affection for the university that I saw displayed by you, your students and all those who participated in the weekend made it a successful and truly memorable event.

I offer a special thanks to those of you who gave to our Parents Annual Fund during the 2011-12 academic year. Your generosity, which supports programs that truly matter to your students, is deeply appreciated. We were able to add a new heritage wall in the Russell House University Union lobby that pays tribute to the history of student life and student activities at Carolina. Community Service Programs and Student Engagement were able to coordinate a new software program, Service Learning Pro, for students to track their community service hours and activities. Your donations also allowed us to expand the Academic Centers for Excellence (ACE) study space in Bates House to provide needed quality space for students in Bates House, Bates West and The Roost and aid in the academic support services offered through ACE, part of the Student Success Center. Thank you for your continued support of the University of South Carolina.

In this issue of Carolina Ties, we’re providing you with information about student success. College is an exciting time in the life of young adults, offering multiple opportunities for growth and development. While students are attending Carolina, we want them to discover their own pathway to success as they pursue personal and academic goals. This involves seeking academic assistance when needed, properly managing personal finances, searching for internship and job opportunities, building leadership skills and maintaining good physical and emotional health. I encourage you to share the resources for success highlighted here with your students.

To stay informed and in touch with Carolina, I encourage you to join our dues-free Parents Association. By providing us with your email address, you’ll receive a monthly e-newsletter from the Office of Parents Programs updating you on student trends and issues as well as news from around the university. Sign up online at www.sa.sc.edu/parents.

Please stay in touch. We are always just a phone call away, and we can help direct you to the information you need. Best wishes for a wonderful holiday season!

Sincerely,

Dennis A. Pruitt
Vice President for Student Affairs, Vice Provost and Dean of Students
Q&A with Riley Cain

Many students pursue professional development opportunities by participating in internships early in their college careers. Riley Cain, a junior sport and entertainment management major from Gaston, S.C., spent this past summer interning in London during the 2012 Olympic Summer Games. Here, she shares some of the highlights from this once-in-a-lifetime experience in her own words.

Can you describe your Olympics internship experience?

At the end of fall semester of my sophomore year, I received an email through my major’s listserv about an opportunity to intern at the 2012 Olympic Games in London. I attended the interest meeting and applied for the internship. As one of 49 USC students selected, I worked with other students from Leeds Metropolitan University for a company called Cleanevent, which specializes in facility management. I worked in the Main Media Center in Olympic Park and helped manage a staff of approximately 100 workers. I handled time sheets, rosters and pay queries and managed a help desk. I also had the opportunity to experience the work in other venues used for the Games, allowing me to see how the entire operation worked together as a whole.

How did this internship contribute to your classroom experiences?

Now that I’m a junior, the majority of my classes are business-related. I’m in a class right now that focuses on human resources. My experience in London prepared me for this course by teaching me how to manage a staff. The internship also gave me hands-on experience that supplemented and enhanced previous management courses. The time I spent at the Olympics taught me a great deal about personal and professional responsibility.

Do you feel that the internship better prepared you for the job application process and finding a career?

I definitely think that this internship prepared me for finding a career after college. Because of the evaluations I received from my internship, I was one of three students selected to represent the College of Hospitality, Retail and Sport Management at a Board of Trustees meeting this year. That experience, much like the internship, is something that I’ll never forget. As I apply for jobs in the coming years, I will feel confident with such amazing experiences on my resume.

What types of transferable skills did your internship help cultivate?

I was on a computer for the majority of my shifts every day. I took a computer class my freshman year and questioned why I needed to know so much about computer programs like Excel and Access, but this internship made me appreciate that coursework. It wasn’t a typical work day if I wasn’t making some kind of spreadsheet, so I have fully developed those skills now. I’m also very prompt with answering emails because of the dozens I went through each day.

Further, this internship taught me a lot about patience and communication. I worked for an Australian company with British interns, and the majority of our workers were Hungarian. Most people didn’t understand my Southern accent and saying “ma’am” got me some funny looks. Answering help desk calls from news stations all over the world was also very interesting. Terms and words were a lot different from what I was used to, so it was good to have the British interns around. With all of the communication and cultural differences, patience definitely turned into a valuable skill.

What is the most valuable tool that you adopted from your internship experience?

When I picked up the phone to speak to a client, I had to know what I was talking about. I was representing both a company and the Olympics with all of my words and actions. After this internship, I realized the importance of taking advantage of all opportunities presented to me. Applications and interviews don’t intimidate me as much anymore because I’m confident in the experiences I’ve had and the work that I’ve done. When I apply for things now, I look at them as “no lose” situations.

What advice do you have for other undergraduate students looking for internships and out-of-classroom experiences?

Get involved with your major and the university as a whole. I’ve been active in different student organizations since I started and that has helped me grow. There are endless resources to be utilized and connections to be made all over this campus. Take advantage of any opportunity you find. Even if you don’t think you have a chance, go for it anyway.
Students discover opportunities through integrated learning
By Leigh Hewlett
Coordinator, Office of Parents Programs

Davontae Singleton is an English major from Charleston, S.C., with a passion for community service. He serves as co-president and director of the Waverly After-School Program, which gives student volunteers the chance to tutor children in an underserved Columbia, S.C., community.

Caroline Hendricks is a European studies and biological sciences major from Greenville, S.C. Always having a love for Italy, she chose Italian as her language of study. She also studied abroad in Italy for six weeks, taking courses such as Italian Renaissance and the History of Italian Opera.

Megan Brown is a public health major and international studies minor from Houston, Texas. Over the past few years, she has gained an avid interest in research and development. She is currently involved in observational research focusing on the influence community has on health in rural Ghana.

Davontae, Caroline and Megan are shining examples of USC students who are finding innovative ways to connect what they learn inside the classroom to experiences outside in the community, the workplace and society as a whole. They are active participants in integrated learning, a term USC uses to describe the construction of knowledge across, within and beyond classroom experiences. At Carolina, integrated learning ultimately means the ability to apply new understandings to solve problems in new contexts.

Integrated learning is a key concept behind USC Connect, a university initiative that aims to thoroughly and deeply prepare students with the core knowledge, developed skills and dispositions to contribute and lead in home, community and work settings. The program serves as a guide for students, showing them ways to connect the dots between the classroom and the outside world.

“USC is working to enhance the educational environment in ways that will help students progress, stay on track and be ready for life after their collegiate careers,” said Irma Van Scoy, USC Connect executive director. “Built on research in higher education, we are providing steps for students to be successful and prepared when they leave the university.”

Whether a student wants to be involved in community service, internships, study abroad, student organizations, peer leadership programs or other areas of interest, the opportunities for integrated learning are endless. Students can make choices that fit their particular needs and circumstances, discovering how their naturally-occurring work and life experiences relate to their studies.

“Everyone on campus has the ability to connect,” said Van Scoy. “We are supporting and coordinating university services and programs in order to guide students toward participation, creation and leadership.”

Students like Davontae, Caroline and Megan are learning how a vast array of experiences can help them gain perspective, build skills in collaboration and problem-solving and inform decisions about careers, personal lives and community contributions. Through integrated learning, their college experiences have transformed into diverse pathways that all lead to a lifetime of education.

For more information, including ways for your student to explore integrated learning opportunities, visit www.sc.edu/uscconnect.

TrackThat allows for analysis of out-of-classroom experiences

Students now can keep track of their leadership roles and campus involvement using TrackThat, a user-friendly online program that provides a virtual location for recording and maintaining information on past experiences. This tool helps students build a detailed and relevant resume, prepare for interviews and succeed in a professional environment. The process has three simple steps—track, analyze and prepare!

Track
Students can identify where they engage their time and interests by keeping an online record of leadership experiences. Once participation is documented, students can review their records and refresh their memory prior to interviews or meeting with potential employers.

Analyze
TrackThat provides question prompts that encourage students to reflect on the learning outcomes of their participation in campus events. These entries are archived in the student’s TrackThat account for later reference and provide direction for future endeavors.

Plan and Prepare
TrackThat also assists students in setting specific, measurable goals with target completion dates. Students learn to consider the bigger picture of their college experience, which guides them in planning the next steps towards achieving their personal and professional goals.

www.sa.sc.edu/leaders/trackthat
Students can start tracking their experiences now by visiting the website and logging in with their USC ID and password.
Maintaining health is key to academic success

By Melissa Gentry
Director of Communication and Events, Student Life

Have you ever gotten a phone call from your son/daughter who tells you about his/her three tests next week, two papers due on Friday and a problem with a friend? On top of that, he/she feels congested and is worried about getting a cold, which he/she does not have time for with such a busy schedule, and has to work a double shift on Saturday.

This situation reflects the health issues that Carolina students say affect their academic success, according to the 2012 American College Health Association's National College Health Assessment, which is conducted every two years on USC’s campus and around the country.

Students answer questions about a variety of health and wellness issues, including the factors they say impede their ability to be successful academically. The survey defines this as, within the last 12 months, the student reports receiving a lower grade on an exam or an important project, a lower grade in the course, an incomplete or the student dropped the course.

Stress is consistently cited by Carolina students as the number one impediment to their academic success, and that is followed by anxiety. Rounding out the top five are sleep difficulty, work and cold/flu/sore throat. USC’s statistics reflect the national numbers in these categories. (See the chart for the percentage of USC students identifying these issues as their number one impediment to academic success and compare them to the national data.)

The results of this survey are what drive the programs and services offered by Student Health Services to help students manage their physical, mental and emotional health needs—all with the end goal of encouraging students to take care of themselves holistically to ensure that health-related issues don’t affect their academic performance.

“Whenever you are taking care of yourself holistically—and that includes physical health, nutrition, exercise, mental health, maintaining a positive self-image and managing stress—you’re going to see a lot less stress, anxiety, and therefore, fewer sleep difficulties,” said Nicole Carrico, public relations coordinator for Student Health Services.

While some amount of stress is healthy, parents can help identify when the stress level their sons/daughters talk about reach a place where the student feels it is interfering with his/her ability to succeed academically and refer them to the resources on campus.

Students are encouraged to utilize the services offered by the Counseling and Human Development Center, which include both individual and group sessions. They receive 12 individual visits per academic year included as part of their student health fee and can attend as many group sessions as they like. Group sessions include topics like managing stress, guided relaxation and substance use.

“We want students to know that counselors are available to them all the time and that it is absolutely imperative that they do not wait until they are feeling overwhelmed to go talk with someone,” Carrico said.

In addition, Campus Wellness offers preventive health screenings, physical fitness assessments and exercise consultations, sexual health consultations, nutrition consultations, tobacco cessation programs and stress management sessions, like Mindful Mondays, held on the third Monday of every month.

Physical activity and a healthy diet are key elements in managing stress and maintaining a holistically healthy lifestyle. Campus Recreation offers students many options for exercise at the Strom Thurmond Wellness and Fitness Center and the Blatt P.E. Center. These facilities feature open recreation areas for basketball, volleyball, badminton, racquetball, handball and squash, as well as group exercise classes. “The Strom” is equipped with an indoor climbing wall, two pools and state-of-the-art exercise equipment. Campus Recreation also features outdoor recreation activities and intramural and club sports teams.

Carolina Dining offers a variety of healthy dining options, and students are encouraged to look for the balanced, gluten-free, local, organic, vegan, vegetarian and Healthy Choice markers on items in the dining halls that indicate they are healthy.

Dr. Deborah Beck, Student Health Services executive director, emphasizes that students should pay attention to all aspects of health to reduce stress, have a better college experience and, in turn, succeed academically.

“Good health is much more than physical health,” Beck said. “It’s mental health. It’s having a good support network at home and here on campus. It’s having a good social support structure. It’s being sound financially. It’s getting involved in what’s going on around campus. All of these are components of good health, and it’s very difficult for students to achieve academic success without making sure they address all of these areas.”

Beck encourages students to utilize the services provided by Student Health Services, as well as the many other health-related resources on campus.

“We're your partner in health – physical, mental and emotional—all the way through your college career,” she said.

So, when you get that frantic phone call from your son/daughter, remind him/her to take a deep breath, prioritize what needs to be done and point him/her in the direction of the resources available on campus that can help ensure his/her health needs are met and that issues like stress won’t interfere with academic success.
Attending a large university provides undergraduate students with abundant opportunities for campus involvement and engagement. Student organizations, peer leadership positions, alternative fall and spring break trips— the possibilities are endless. College is a time of discovery, with personal and professional development at its core.

One service that spans the lifetime of the college experience at Carolina, as well as the years following graduation, is the USC Career Center, an office that is bursting with resources ranging from resume building and mock interviews to internships and externships. The Career Center staff is dedicated to the center’s mission to educate and empower students as they develop lifelong career management skills.

“The Career Center is delivering the skills needed for students to be successful now and in the future,” said Tom Halasz, director of the USC Career Center. “Not only are students taking advantage of the services offered by the center, employers are taking note of the exceptional quality and preparation of South Carolina students.”

The center focuses on guiding students from their first day on campus to graduation day, acknowledging that each step along the way is crucial to preparing for life after college. Further, the staff knows all too well that career-related experience before graduation is a key to student success, and the earlier that can happen, the better.

“We recommend that students seek out opportunities early so they are prepared to find, interview for and take on experiential education possibilities,” said Halasz. “We encourage the student body to do three things: decide it, experience it and live it. This means deciding to learn about possibilities such as job shadowing and workshops, jumping into experiences like part-time jobs, co-ops and internships, and applying these experiences to life through mock interviews, job fairs, online job postings and more. This process cannot take place in one academic year. It must begin as early as possible and develop through the duration of college.”

The Career Center sets out to help students gain flexibility, adaptability and resilience when planning for the future, with an end goal of helping each individual comprehend the larger picture of career preparation.

“We want USC students to gain experience, learn how to make effective decisions and, most importantly, have faith that hard work and proper planning lead to success,” said Halasz.

Students can drop by the Career Center Monday through Friday from 1 p.m. to 4 p.m. to speak with a staff member about the career planning process. By connecting to the center’s variety of programs and services, students can learn how to decide it, experience it and live it today.

For more information on the Career Center, visit www.sc.edu/career.
Peer Leadership

From the Career Center to University Housing, Carolina’s campus is full of students choosing to participate in peer leadership opportunities. Peer leaders are undergraduate students who have been selected and trained to offer educational services to their peers. Through peer leadership, students can serve as guides and mentors for their classmates, increase their university involvement and give back to the USC community. Each peer leader position includes at least one of four key roles: peer education, peer mentoring, peer tutoring/counseling and student leadership.

Available opportunities

Peer leadership positions are located in many offices around campus, including University 101, Admissions, Study Abroad, Athletics and Fraternity and Sorority Life, among many others. Wherever a student chooses to participate, he or she will be on the front lines of campus leadership. A full list of peer leader groups is available at www.housing.sc.edu/studentengagement.

Joseph Welsh
University 101 Peer Leader
Senior international business major from Aiken, S.C.

“Peer leadership has provided me with many learning opportunities and lessons that will help me to be successful in my career and in life. I’ve gained experience in class instruction, conflict mediation and problem-solving, all of which are transferable skills. This position serves as a great way to prepare for life after college.”

Melissa Gregory
Peers Impact 803 Leader
Junior psychology and international studies major from Holly Springs, N.C.

“Being a peer leader has made me a more successful student by greatly improving my leadership skills. This role has helped me gain confidence when speaking in class, improved my time management skills and made me a more effective communicator.”

Ekib Ekure
Emerging Leaders Mentor
Senior African American studies major from Nigeria

“This has been a wonderful experience for me. Through mentorship, strong relationships are built and information is passed to the next generation of leaders. Being a mentor and watching these students develop leadership skills has been an amazing and rewarding experience.”

Pathways to success

The Student Success Center (SSC) offers the following services to current undergraduate students, including several opportunities to serve as peer leaders. Each program housed within the center features valuable resources for both individuals and groups. Whether a student needs help with a difficult chemistry class, guidance on creating a budget or assistance with joining the Carolina community as a transfer student, he or she can easily locate assistance.

Supplemental Instruction (SI)

- Fun, peer-led, collaborative learning environment
- Weekly study sessions for traditionally difficult courses
- Led by undergraduate students who previously earned “A’s” in the classes

Cross-Campus Advising

- Guidance through the process of changing majors
- Evaluation of how changing majors may affect class scheduling and the graduation timetable
- Course requirement comparisons for different majors

Financial Literacy Program

- Information and resources for making informed financial decisions
- Individual consultation on financial concepts such as creating and maintaining a budget, building and managing consumer credit, managing debt and financing study-abroad trips
- Workshops and presentations for student groups, as well as participation in outreach events to raise awareness about available resources

Academic Coaching and Engagement (ACE)

- Individual coaching sessions to foster skill development, goal-setting, effective study habits and college success strategies
- Central office located in the SSC in the Thomas Cooper Library, with three satellite offices in Bates Hall, Columbia Hall and Sims Hall
- Sessions led by ACE coaches who are trained graduate students

Transfer and Special Student Populations Program

- Guidance for transfer, veteran and special student populations
- Coaching and advising through the transition to a new environment
- Process for familiarizing students with USC requirements

Tutoring

- Traditional, course-specific academic assistance
- Sessions range from individual to groups of up to five students
- Tutoring sessions led by trained students

For more information on the services offered by the Student Success Center, visit www.sa.sc.edu/ssc or call 803-777-0684.
Leaving home for the first time is an exciting rite of passage. It is often the first major change that young adults experience in their lives, and this can create an element of apprehension. First-year college students frequently begin school with fears of the unknown. Will they make friends? Will they find organizations to join? Will the classes be too difficult and will they pass? The questions can be endless, but one thing is certain—these students are not alone.

This transition from high school to college is no different at USC. As Carolina students experience college for the first time, they often have emotions of anxiety but also of excitement and anticipation. Through its Pillars for Carolina program, the university addresses this unique group of students, offering an extended orientation to student life before Move-In Day. Simultaneously, Pillars gives upperclassmen the opportunity to assist freshmen as they adjust to their new community.

The purpose of Pillars is to connect current and future leaders in the spirit of the University of South Carolina’s history and traditions, while developing friendships in a fun environment.

Cierra Grant, a freshman civil engineering major from Mount Pleasant, S.C., participated in Pillars 2012 and credits the program for her easy transition to the university.

“I decided to join Pillars for Carolina because I believed it would be a great opportunity for me to collaborate with my peers,” said Grant. “My participation in Pillars allowed me to explore the campus and learn information about organizations and how to get involved.”

Like many other freshmen, Grant began college looking for her niche. In a large university setting with a diverse population of people, she not only was looking for ways to participate but also for guidance in forming relationships.

“This program consisted of students from multiple backgrounds, and it allowed me to bond with others and learn to accept everyone for their differences,” said Grant. “The constant reminder of diversity at USC prepared me to become a member of this great community.”

Pillars also extends opportunities to older students who wish to serve as mentors for these incoming freshmen. Through the Extended Orientation Mentor (XM) program, students who are enthusiastic leaders can join the team that introduces incoming students to Carolina.

Austen Woods, a junior elementary education major from Simpsonville, S.C., began his involvement in Pillars when he served as an XM in summer 2012. He saw this mentorship opportunity as a great way to become a campus leader and give back to the university community.

“Participating as an XM helped me learn how to lead with others,” said Woods. “The most rewarding part was seeing the relationships and bonds formed and the way the freshmen wasted absolutely no time getting involved on campus.”

After his summer as a mentor, Woods was named director of programs for Pillars 2013. His commitment is evidence of his strong advocacy for extended orientation at USC.

“Everywhere I turn I see a group of former freshman participants who have become friends,” said Woods. “Some have even become roommates! They are actively involved in campus organizations like Freshman Council, Fraternity and Sorority Life and even serve as Pillars XM’s. It is incredibly rewarding to see them discover their own paths.”

Freshmen like Grant also recognize the importance of XM involvement in the program.

“The most rewarding aspect of Pillars was being able to have such positive role models in my life that I could always depend on,” said Grant. “The XM leaders guided me in the right direction and helped me learn to be accountable for my own actions.”

Pillars for Carolina sets out to create a welcoming environment for incoming freshmen and leadership opportunities for students of all ages. Students like Grant and Woods are excellent examples of how extended orientation can significantly impact the college experience for current and future Gamecocks. Through Pillars, connections are made, bonds are formed and leaders are created.

For more information on the Pillars program, visit www.sa.sc.edu/sg/join-pillars.
Many times, students need to vent when they are facing a challenging situation and often choose their parents to unleash their feelings and frustrations.

And sometimes, parents want to help their students by picking up the phone or sending an email to a staff or faculty member at Carolina to fix their student’s problem.

Lisa Jerald, USC’s student ombudsperson and executive assistant to the vice president for student affairs and academic support, encourages parents to fight that urge and to empower their students to learn their own problem-solving and decision-making skills.

“When [your] student calls about a complaint or problem, resist the temptation to jump in and fix it for them,” she said. “Give them the opportunity to try and fix it. I think it’s a boost for students—it’s a sense of accomplishment that ‘I fixed this myself.’”

Jerald, as well as staff in the Office of Parents Programs, get thousands of phone calls from parents each academic year on topics including roommate issues, housing assignments, class absences, availability of classes and much more. The message she hopes to get across to parents is that the resources are here for students.

“At a university this size, there are enough resources on campus for students to be successful, and it just takes them making a little effort to reach out and find the resources. People are in every place on campus to steer them in the right direction,” she said.

She encourages students to make calls and/or send emails on their own behalf.

“When parents call me about issues that a student should be calling about—for example, ‘my student doesn’t know who their advisor is’—I’ll say, ‘I can help your student find that. Why don’t you have your student call me?’ And that’s trying to get the parents to have the student take more ownership,” Jerald said.

Jerald, mother to two daughters currently enrolled at Carolina and an undergraduate student herself who will graduate with a bachelor’s degree in sociology in August 2015, understands what students are going through.

“It’s really been beneficial for me to sit in a class and be a student because when students call me and tell me things, I know exactly what they’re talking about,” she said. “Being a parent, I know why they (parents) feel the way they do—this is my child, and I have to take care of my child’. And I try to help parents see how much more it benefits the student when they (the students) take ownership and do things for themselves.”

Jerry Brewer, associate vice president for student affairs and academic support who oversees the Department of Student Life, encourages parents to be there for guidance and support but not step in on the student’s behalf.
USC community service totals nearly $9.3 million

University of South Carolina students, faculty and staff contributed nearly $9.3 million in time and money during the 2011-12 academic year, according to the USC Community Service Report. Based on information reported by members of the Carolina community, 30,676 volunteers gave their time to participate in community service for a total of 472,152 service hours. In addition, Gamecocks contributed more than $1.3 million in monetary donations for a total estimated economic impact of $9,288,245.32.

USC conducts national youth football study

The University of South Carolina is participating in a national study that is taking a closer look at the types of injuries suffered by youth football players and whether those injuries can have lasting effects. The study puts athletic trainers on youth football fields to treat and track injuries. It is being conducted by Datalys Center, a national sports injury research firm, which teamed with USA Football to track injury rates across youth football leagues, specifically Pop Warner football leagues, and recreation football programs in South Carolina.

USC joins military operation: ‘Educate the Educators’

USC’s College of Education has signed up to join Operation Educate the Educators, answering the call to help local schools meet the needs of military-connected students. The initiative is a partnership between the Military Children Education Coalition and the American Association of Colleges for Teacher Education. USC is one of 90 institutions across the country tapped to participate in the program. Operation Educate the Educators falls under the umbrella of the Obama Administration’s Joining Forces program started by First Lady Michelle Obama and Jill Biden, wife of Vice President Joe Biden. The purpose of the program is to bring awareness to educators about the unique school-related needs of military-connected students and their families.

Date set for our upcoming career fairs

The university’s Career Fest (for non-technical careers) and the Science, Engineering and Technology (S.E.T.) Career Fair are scheduled for Jan. 29, 2013. National, regional and state employers will be available to speak with students and alumni about internships, cooperative education opportunities and full-time positions. For more information, visit www.sc.edu/career.
The Office of Parents Programs wishes to thank all donors who made gifts to the Parents Annual Fund between July 1, 2011 and June 30, 2012.

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 8</td>
<td>Residence halls open at 8 a.m.</td>
</tr>
<tr>
<td>January 14</td>
<td>First day of spring semester classes</td>
</tr>
<tr>
<td>January 18</td>
<td>Last day to change/drop a course without a grade “W” being recorded</td>
</tr>
<tr>
<td>January 21</td>
<td>Dr. Martin Luther King Jr. Day of Service (no classes - campus offices closed)</td>
</tr>
<tr>
<td>February 4</td>
<td>Last day to apply for May graduation</td>
</tr>
<tr>
<td>March 4</td>
<td>Last day to drop/withdraw from a course without a grade “WF” being recorded</td>
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<tr>
<td>March 9</td>
<td>Residence halls close at 10 a.m. for spring break</td>
</tr>
<tr>
<td>March 9-17</td>
<td>Spring break (no classes)</td>
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<tr>
<td>March 17</td>
<td>Residence halls open at 8 a.m.</td>
</tr>
<tr>
<td>April 29</td>
<td>Last day of classes</td>
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<tr>
<td>April 30</td>
<td>Reading day (no classes)</td>
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<tr>
<td>May 1-8</td>
<td>Spring semester final exams</td>
</tr>
<tr>
<td>May 9</td>
<td>Residence halls close at 10 a.m.</td>
</tr>
<tr>
<td>May 10-11</td>
<td>Commencement exercises</td>
</tr>
<tr>
<td>May 12</td>
<td>Residence halls close for graduating seniors at noon</td>
</tr>
</tbody>
</table>