



The University of Vermont

RUBENSTEIN SCHOOL OF
ENVIRONMENT & NATURAL RESOURCES

**Academic Advising Plan
Rubenstein School of Environment and Natural Resources
University of Vermont**

February 13, 2015

**Submitted to:
Brian Reed, Associate Provost**

**By:
Nancy Mathews, Dean**

Introduction

The Rubenstein School of Environment and Natural Resources (RSENr) offers environmental programs that range from focused natural resource disciplines (e.g., Wildlife and Fisheries Biology and Forestry) to interdisciplinary programs that integrate natural and social sciences (e.g., Environmental Studies). Our community of faculty and staff challenges our undergraduates to discover the knowledge, skills and values needed to become responsible citizens and effective leaders. The relationship between individual students and their faculty advisors is of central importance to the supportive atmosphere of the School. Our faculty members are accessible and responsive to students, often providing students with research and field opportunities on faculty-led projects. We encourage students to correspond with their advisor to obtain assistance in clarifying and meeting educational, professional and personal goals. Faculty and staff reach out to students with this message through their courses, and via email, social media and advising sessions.

The relatively small size of The Rubenstein School permits many opportunities for student-faculty interaction in and beyond the classroom. Faculty advisors generally have fewer than 30 advisees making it possible for them to work closely with each individual student on course decisions, career exploration, employment referrals, and academic and personal concerns. This direct contact establishes a basis for future professional references, as well as a relationship lasting beyond the college years. The Rubenstein School staff play an important role in supporting students through their college journey by providing administrative assistance and co-curricular mentorship. There are extensive [resources on our website](#) that include the [Four-Year Plan for Career Success](#) tailored to a RSENr experience as well as [Sample 8-Semester Program Plans](#) for each major (see also Selected Resources below).

A very important element of our formal and informal advising is incorporating high-impact learning practices (like internships and service-learning) and civic engagement that make education more meaningful, while also connecting theory to practice and individuals to community. Our active efforts to engage the community with student learning are well-recognized for their lasting impacts in fostering a life-long commitment to civic engagement.

We realize that our student body represents multiple strengths and challenges. Faculty and staff regularly discuss the needs of our students who identify as ALANA, have learning differences, are first generation college students, and any number of other concerns that affect their success. We work collaboratively with UVM offices who provide direct support to students from these and other identity groups. We strive to build strong and multiple lines of communication among students, advisors, and staff to create optimal learning conditions for all students.

What follows in this document are details regarding the various other components of our advising plan, including:

- Faculty workload, training, and assessment
- First Year Advising Program
- Peer Advising
- RSENr Student Services
- Experiential Learning
- Opportunities for further success
- Selected Resources

Faculty workload, training, and assessment

Faculty that advise SO, JR, and SR, have advising responsibilities for 26 students on average. It is worth noting that Environmental Studies faculty often advise majors outside of the Rubenstein School and may, in some cases, advise 50-60 students. First-year advisors (see below) typically have between 15 and 20 advisees. Tenure track faculty and full-time lecturers receive 1 course equivalent/year for undergraduate advising (8% and 12.5% of teaching effort, respectively). First-year advisors receive an additional 0.5 course equivalent for facilitating a discussion section of NR 6 (see first-year advising, below). Faculty are expected to meet with students at least once per semester to assist in course selection. Advising sessions vary by year, with sophomores requiring more input on curricular program requirements, juniors with help finding internships and research opportunities, and seniors for assistance with longer-term career goals. Although faculty engagement with advisees varies, all are strongly in tune with resources to help students find internships or other summer opportunities.

Student services updates are disseminated regularly to faculty via email, during monthly faculty meetings and in semi-annual faculty retreats. In Fall 2014, we addressed the Academic Alert System, UVM ACCESS Office, UVM Office of Undergraduate Research, and experiential learning. We also hosted specific workshops such as a First-Year Advisor Check-in (October 2014), and a presentation from members of the UVM President's Commission on Alcohol and Drug Use (January 2015).

RSENR administers annual assessments of advising effectiveness and quality. In May 2014 we conducted an electronic advising survey, sent to all current undergraduates. Response was strong, with 33% of our undergraduate students responding to a variety of questions, some pertaining to availability of advisors and access to information. Preliminary observations include:

- 74% somewhat/strongly agree “advisor is available for appointments.”
- 71% somewhat/strongly agree “advisor responds to phone calls/emails” 70% have met with advisor 1-4 times in Spring 2014
- 49% agree/strongly agree that the advisor helped clarify academic and professional goals
- 44% agree/strongly agree that the advisor is knowledgeable about course requirements in major

This survey made it possible to gather information specific to each advisor and to share it with them during annual performance reviews.

Each Spring since 1997, undergraduate and graduate students vote for a faculty or staff member to receive the Marcia Caldwell Award at our annual Community Celebration. The Caldwell Award is for "Outstanding Contributions & Dedication to the Students". To date, 20 faculty and staff have been recognized. We will continue to explore additional initiatives to recognize outstanding advisors.

First Year advising program

During Orientation, each incoming student and family receives a [*Rubenstein School Handbook*](#) that provides curricular and co-curricular information about the School. This is updated annually.

Advising in-coming RSENR Students: First-year students in RSENR are assigned to a First-Year Advisor. These faculty members have a particular interest in helping new students transition to UVM and college life and help them explore their strengths and academic options to find the major that best suits their learning goals. These first year advisors are section leaders in the freshman experience course (NR 6: Race and Culture in Natural Resources) and establish a close connection to students during their first year.

RSENR advising begins during Orientation. First Year advisors attend each of our Orientation sessions in June to meet with advisees to discuss program plans and first-semester schedule. During Orientation, incoming students receive their first academic assignment, typically to write a reflection on the chosen University-wide First-Year Summer Read.

In the first week of the Fall semester we host a “Reconnections” program where First-Year Advisors meet with advisees over pizza to discuss reflections on the reading. During this meeting, each first-year student schedules a meeting with his/her advisor during the first two weeks of class.

The First-Year Advising Program is tied to one of our Core Courses, NR 6 Race and Culture in Natural Resources which serves as the school’s “freshman experience.” Each week students meet as a cohort to hear a lecture or presentation by a guest speaker, then meet with their advising group for a seminar style discussion. These discussions are excellent opportunities to ask students about their transition to college, inform them of various support services at UVM, address academic concerns, explore the CATS (Curriculum Audit Tracking) system, and help them better focus their choice of major.

First-year advising groups are typically less than 20 students, allowing them to get to know their advisor and peers well. Ideally, each first-year student will have seen his/her advisor at least 20 times, if not more, in the very first semester. Students stay with their First-Year Advisor through the end of the Spring semester, and are moved to an upper-level advisor in their major in the fall of sophomore year. Students generally feel comfortable discussing various issues with his/her advisor while the advisor is comfortable addressing concerns she/he may have about a student. When called for, advisors work closely with Student Services staff to resolve any issues.

In addition to one-on-one advising, each Spring we host a “Major Confusion” mentoring event where upper level students share their experiences with 1st & 2nd year students. Upon completion of their first-year, students are assigned a faculty advisor within their major program, if the student has declared. Our Student Services staff send regular reminders regarding important UVM deadlines and regularly encourage students to meet with their advisor. We have created a developmental checklist that may be utilized by each advisor during advising meetings (see “Advising Checklist” in Selected Resources).

Peer Advising

In its fifth year, the **RSENR Stewards Program** is supported by a flourishing group of student leaders who represent the majors in our School. The program seeks to foster student engagement and to prepare student leaders through their professional and civic engagement activities offered to all RSENR students. These peer-directed activities enhance personal and professional development, while connecting students with each other, the faculty and the community.

Stewards host community-building events and meet with individual students to discuss major options, experiential learning opportunities, and student life more broadly. The Stewards maintain an office conveniently located in Aiken Center. The Rubenstein Stewards Program serves as a leadership development program for undergraduate students in the Rubenstein School of Environment and Natural Resources.

In Fall 2012, members of the Rubenstein Graduate Student Association (RGSA) began the **RSENR Graduate Mentors** program. This program pairs undergraduates with graduate mentors who meet

with them monthly to explore career readiness, visions of success and life after college. The Mentors program offers a path for undergraduate students to learn about and potentially get involved with research at RSENr and how to apply to graduate schools. Mentors can provide encouragement and direction to students seeking fresh challenges but also support and bolster those students who may be struggling. By sharing stories of their experiences in and after college, mentors lend their perspective to some of the unique questions confronting today's undergraduate students.

All mentors receive training and are connected with the wide variety of campus resources to enrich their capacity to mentor undergraduate students. Each year about 25 (25%) graduate students enroll in the program to work with 30-40 (5-15%) mentees. The RGSA also sponsors a graduate school panel and research/internship fair each spring.

RSENr Student Services Office

The School has invested in exceptionally strong student support and has earned the reputation of being an exemplar on campus. Our Student Services team includes a full time Assistant Dean for Student Services, a Recruitment and Retention Coordinator, a Career Counselor and Internship Coordinator, and a Community-Based Learning Coordinator. The Assistant Dean and Recruitment and Retention Coordinator support faculty and students with any advising questions. The Recruitment and Retention Coordinator assigns First Year advisees, tracks their progress, and shares institutional data with faculty and students about our student body. The Assistant Dean for Student Services directly engages with student advising and maintains a First-Year advising load equivalent to other first-year advisors, while also serving as the point person between the School and UVM student services offices.

The Office of Experiential Learning (OEL) is unique on the UVM campus in that it functions in a manner similar to the Community University Partnerships Office (CUPS), but with a focus entirely on creating environmentally-focused experiential learning opportunities. OEL works with students, faculty, and community partners to facilitate and support high impact practices (HIPS) through internships, service-learning courses, study abroad, and research. Current research demonstrates that students who participate in two or more of these HIPS have shorter graduation times, higher retention rates and higher academic performance than non-engaged peers. These differences are most profound for students from under-represented groups (e.g., first generation, racial and ethnic minorities). HIPS help to prepare students to become socially and environmentally responsible citizens, innovative and effective leaders by developing problem-solving, critical thinking, communication, and professional skills. The Rubenstein School takes pride in fostering an appreciation for life-long civic engagement and environmental responsibility. Last, our programs aim to develop cultural competency and humility, so that our graduates may work inclusively across diverse communities and perspectives.

To assist with this process, RSENr employs two full-time staff: a full-time Career Counselor/Internship Coordinator and a Community-Based Learning Coordinator both housed within the Dean's Office. These staff members meet regularly with individual students, advising students on internship and research exploration in local/national/international contexts. A unique aspect of this type of advising is the use of a learning contract with faculty and external partners to establish expectations and to ensure these experiences are academically rigorous.

The Community-Based Learning (CBL) Coordinator supports faculty in the development and delivery of service-learning courses and builds relationship with our various community partners. In 2014 we augmented this position to serve as liaison to the Vermont Agency of Natural Resources. RSENr hosts over 40% of all service learning courses offered at the University, and has adopted

nationally-recognized best practices in community-based learning. These courses ensure that students engage in relevant community-based projects that are jointly defined with community partners, engage in guided reflections, and their progress is measured with learning outcomes.

Opportunities for Further Success

While we are proud of these programs and initiatives, there is always room for improvement.

Advising Load— There are currently 630 enrolled Rubenstein School undergraduates, with approximately 300 additional Environmental Studies majors within the College of Arts & Sciences and College of Agriculture & Life Sciences who are assigned as advisees to RSENR faculty. In other words, there are a number of RSENR faculty who advise non-RSENR students and whose advising loads number 50-60 undergraduates.

Additionally, there has been increasing inquiries from students in various majors across UVM who are engaged in environmentally-related internship and research experience who are seeking internship credit and faculty sponsorship through RSENR. We do not have the resources to support these requests.

Training for Faculty Advisors – Per the 2014 advising survey, less than half of our respondents agreed/strongly agreed that the advisor is knowledgeable about course requirements in the major. We need to further evaluate faculty knowledge of course requirements and provide more comprehensive training. Referring again to the advising survey, students seek clarification of academic and professional goals. Some faculty are enthusiastic and quite skilled in these sorts of advising conversations while others are less so. The opportunities for students to engage in many High Impact Learning Practices means that each student requires much broader and nuanced guidance to navigate a bounty of choices.

Cultural Competency – As stated above, our students represent a diversity of identities, cultures, experiences, capacities, and aspirations. These contribute a richness to the RSENR experience and pose challenges as well. These differences show up in the advising context and the effective advisor knows how to compassionately and competently navigate these differences. We, both in the school as well as the University, must provide incentives for faculty to engage in training around cultural competency.

Selected Resources

- Four Year Plan for Career Success – Sample for Rubenstein School Year One
- SAMPLE 8-semester Program Plan for Environmental Sciences major
- Advising Checklist



UVM 4 YEAR PLAN FOR CAREER SUCCESS
Rubenstein School of Environment and Natural Resources
FIRST YEAR: EXPLORE



MAKE A PLAN AND TAKE ACTION

Get to know UVM & Vermont

- Join [campus clubs and organizations](#) and [volunteer](#).
 - Get to know faculty and staff members.
 - Take classes in different areas of study.
 - Learn about your community— [go to concerts and plays](#), talk with people and ask lots of questions.
 - Connect with diverse [groups & resources](#).
- ♦ [Check out Wildlife Society or VSTEP](#)
 - ♦ [Go to your advisors' office hours](#)
 - ♦ [Go on an Outing Club trip](#)
 - ♦ [Like the RSEN Community Facebook page](#)

Discover your interests, values, and skills

- Read media, textbooks, newspapers, books, blogs, or journals related to interesting career areas.
 - Develop your communication skills in and out of class.
 - Identify 3 [skills](#) that will help you reach your goals, and plan how to acquire them through [undergraduate research](#), [service learning](#), [part-time jobs](#) and more!
 - Use [interest inventories](#) to identify interests and careers.
- ♦ [Attend RSEN community events](#)
 - ♦ [Attend Next Step Retreat](#) as follow up to NR6
 - ♦ Look at [Service Learning](#) classes

Explore majors and careers

- Talk to advisors, faculty, career counselors or mentors about majors, [study abroad](#) & careers.
 - [Explore](#) majors, courses and requirements on-line or attend Major Choice Fair/ workshops.
 - Explore [career options by major](#) and plan for [Pre-Health](#) & [Pre-Law](#) pathways if interested.
 - Draft a college [résumé](#)
 - Log onto [Catamount Job Link](#)—UVM's database of jobs, internships and employers.
 - Attend 2 Career Center [workshops or programs](#) (Resume Building, Internship Hop, Alumni Networking etc.)
- ♦ [Look at internships/research descriptions on OEL Website](#)
 - ♦ [Attend RSEN lecture series](#)
 - ♦ [Attend Resume Building Workshop at C+E Hub](#) or talk with [Rubenstein Stewards](#)
 - ♦ [Upload a resume on Catamount Job Link for review](#)
 - ♦ [Join the Rubenstein Grad Mentoring Program](#)

Winter Break

- [Talk to professionals](#) (family, friends, acquaintances, alumni) about their work.
- ♦ [Talk to friends/ family with careers/ interest in the environment](#)

Following summer

- Work/volunteer/job shadow in your area of interest.
- ♦ [Informational interview 3 professionals that work in your field of interest.](#)

Reflect or discuss: What are you learning about yourself and the world of work this year?

UVM Career Center

www.uvm.edu/career

ENVIRONMENTAL SCIENCES MAJOR

SAMPLE EIGHT SEMESTER DEGREE PROGRAM AND DEGREE CHECKLIST

Below is a *sample* program provided to give you an idea about how to structure your coursework. It is recommended that you enroll in an average of 15 credits each semester. Your individual program may differ greatly based on the courses you take each semester including winter and summer term, requirements for minor and concentration, and numerous other factors. There are often alternate course choices to complete requirements. Your program should include *high impact learning practices such as internships, service-learning courses, research, and study abroad*. High impact learning practices are in **bold** below where they are embedded in the curriculum. Because of these individual variations, it is vitally important to meet with your Faculty Advisor *at least* once a semester!

ACADEMIC YEAR	FIRST SEMESTER	SECOND SEMESTER
FIRST YEAR	NR 1 Natural History & Field Ecology	4 NR 2 Nature & Culture
	NR 6 D1: Race & Culture in Natural Resources	2 RSENR General Education Requirement
	MATH 19 Fundamentals of Calculus 1	3 CHEM 32 General Chemistry 2
	ENSC 1 Intro to Environmental Science	3 MATH 20 Fundamentals of Calculus 2
	ENSC 9 ENSC Orientation	1 ENGS 1 UVM Requirement
	CHEM 31 General Chemistry 1	<u>4</u>
	Total Hours	17
SOPHOMORE	NR 103 Ecology, Ecosystems & Environment	3 RSENR General Education Requirement
	NR 104 Social Processes & the Environment	3 BCOR 12 Exploring Biology
	RSENR General Education Requirement	3 CHEM 42 Intro to Organic Chemistry
	UVM Diversity Requirement – D2	3 ENSC 130 Global Environmental Assessment
	BCOR 11 Exploring Biology	<u>4</u> Elective
	Total Hours	16
** 3-6 credit internship recommended following Sophomore year either during school year, over a break or over a summer **		
JUNIOR	NR 205 Ecosystem Management	3 NR 140 SL: Applied Environmental Statistics
	RSENR General Education Requirement	3 ENSC 201 Recovery & Restor of Altered Ecosystems
	GEOL 55 Environmental Geology	4 Concentration
	ENSC 160 Pollutant Movement thru Air, Land & Water	<u>4</u> Elective
	Total Hours	14
SENIOR	NR 206 Environmental Problem Solving	4 ENSC 202 Ecological Risk Assessment
	NR 207 D1: Power, Privilege, & the Environ	1 Concentration
	RSENR General Education Requirement	3 Concentration
	Concentration	4 Elective
	Elective	<u>3</u>
Total Hours	15	Total Hours 13
		TOTAL DEGREE HOURS 120

TO DO list:

- Need 120 credits to graduate with ENSC degree
- Consider **Greening of Aiken internship** in First Year or Sophomore year
- Explore opportunities to conduct **research** all four years
- Choose **service-learning** courses when possible
- Consider **study abroad** in junior year

Student Name: [Click here to enter text.](#)
Advisor: [Click here to enter text.](#)
Expected Graduation Date: [Click here to enter text.](#)

FIRST YEAR

Academic Advising and Administrative Tasks:

- Confirm major choice (typically by the middle of spring semester)
 - Utilize the [Change of Major/Minor/Concentration form](#) to declare or change majors, minors, or concentrations
 - Students who want to switch *out* of RSENR should meet with someone in the School/College they wish to transfer into

- Discuss plan for General Education Three Course Sequence—submit the form to add these courses to the CATS Report if ready (form available under [RSENR Student Services/Academic Resources](#))

Student Support and Mentoring:

- Discussion of academic support services
 - [Learning Co-Op](#) (Tutoring, Learning Skills Program, Supplemental Instruction)
 - [Writing Center](#)
 - [Math Help Sessions](#)

- Discussion of other support resources
 - [Rubenstein School Dean's Office](#)
 - [ACCESS](#)
 - [Counseling and Psychiatric Services](#)
 - [Women's Center](#)
 - [Center for Health and Wellbeing](#)
 - [LGBTQA Center](#)
 - [ALANA Student Center](#)

Community Engagement:

- [4 Year Plan for Career Success](#)—discuss the **First Year Plan (Learn About Yourself)** and select items to pursue:
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)

 - Volunteer on campus or in the local community. Join a student club or organization.
 - Start thinking about study abroad—talk to Anna Smiles-Becker, visit [OIE website](#)
 - Explore [Office of Experiential Learning](#) website. Start thinking about summer plans (volunteer, internships, research jobs)—make an appointment with Anna Smiles-Becker.
 - Consider applying to be an RSENR Steward or SAB member. Consider applying to the Honors College. (Spring semester)
-

Student Name: [Click here to enter text.](#)

Advisor: [Click here to enter text.](#)

Expected Graduation Date: [Click here to enter text.](#)

SOPHOMORE YEAR

Academic Advising and Administrative Tasks:

- Review CATS Report
 - Utilize the [Change of Major/Minor/Concentration form](#) to declare or change majors, minors, or concentrations
 - Submit any necessary substitutions that have been approved using the CATS Exception Form. Apply for Core or General Education substitutions if necessary. (Forms available under [RSENR Student Services/Academic Resources.](#))

- General Education Three Course Sequence—submit the form to add these courses to the CATS Report (form available under [RSENR Student Services/Academic Resources](#))

Student Support and Mentoring:

- Make connections with assigned faculty advisor, and build connections to other faculty in program and areas of interest.
- Get feedback on a draft resume (utilize the RSENR Stewards, Career & Experience Hub or Anna Smiles-Becker)
- Consider applying for [national scholarships/fellowships](#). Contact the Fellowships Office for advising.
- Take advantage of RSENR Stewards, Grad Mentoring Program, or faculty and staff to discuss future plans like graduate school or careers.
- Discuss academic performance and resources available to ensure achievement of desired level of academic excellence
 - [Learning Co-Op](#) (Tutoring, Learning Skills Program, Supplemental Instruction)
 - [Writing Center](#)
 - [Math Help Sessions](#)

- Discussion of other support resources
 - [Rubenstein School Dean's Office](#)
 - [Counseling and Psychiatric Services](#)
 - [Center for Health and Wellbeing](#)
 - [ACCESS](#)
 - [Women's Center](#)
 - [LGBTQA Center](#)
 - [ALANA Student Center](#)

Community Engagement:

[4 Year Plan for Career Success](#)—discuss the **Sophomore Year Plan (Experience)** and select items to pursue:

- [Click here to enter text.](#)

Specific plans for study abroad--[OIE website](#). Consider a [Faculty Led Program Abroad](#) for Winter or Spring Break.

Refer to [Office of Experiential Learning](#) website and make an appointment with Anna Smiles-Becker. Academic year and/or summer plans should include one or more of the following: service learning courses, internships, research, volunteer experience, relevant jobs. Consider applying for a [Rubenstein School Perennial Summer Internship](#).

Student Name: [Click here to enter text.](#)

Advisor: [Click here to enter text.](#)

Expected Graduation Date: [Click here to enter text.](#)

JUNIOR YEAR

Academic Advising and Administrative Tasks:

- Review CATS Report
 - Utilize the [Change of Major/Minor/Concentration form](#) to declare or change minors or concentrations—***If major requires a concentration, be sure it is declared.***
 - Submit any necessary substitutions that have been approved using the CATS Exception Form. Apply for Core or General Education substitutions if necessary. (Forms available under [RSENR Student Services/Academic Resources](#).)
 - Make sure General Education Three Course Sequence has been declared—submit the form to add these courses to the CATS Report (form available under [RSENR Student Services/Academic Resources](#))
 - Make sure major specific advisor approved courses (e.g. PRT Professional Electives, FOR concentration, internship credit for ENSC concentration) have been added to the CATS Report using a CATS Exception Form.

- Plan out remaining courses to ensure timely completion of graduation requirements.
 - Fill out **Senior Records Check** form. Turn in to Marcia Caldwell, 314 Aiken. (Form available in Marcia’s office)

Student Support and Mentoring:

- Make connections with assigned faculty advisor, and build connections to other faculty in program and areas of interest.
- Consider applying for [national scholarships/fellowships](#). Contact the Fellowships Office for advising.
- Discuss academic performance and resources available to ensure achievement of desired level of academic excellence
- Take advantage of RSENR Stewards, Grad Mentoring Program, or faculty and staff to discuss future plans like graduate school or careers.
- Discuss post-graduation options: potential career paths, graduate/professional schools, service (e.g. AmeriCorps, Peace Corps). Identify, courses, skills, experiences or other requirements (e.g. standardized exams like the GRE or LSAT) needed for potential pathways.

Community Engagement:

- [4 Year Plan for Career Success](#)—discuss the **Junior Year Plan (Focus)** and select items to pursue:
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)

- [Click here to enter text.](#)
- [Click here to enter text.](#)

Specific plans for study abroad--[OIE website](#). Consider a [Faculty Led Program Abroad](#) for Winter or Spring Break.

Refer to [Office of Experiential Learning](#) website and make an appointment with Anna Smiles-Becker. Academic year and/or summer plans should include one or more of the following: service learning courses, internships, research, volunteer experience, relevant jobs. Consider applying for a [Rubenstein School Perennial Summer Internship](#).

Student Name: [Click here to enter text.](#)

Advisor: [Click here to enter text.](#)

Expected Graduation Date: [Click here to enter text.](#)

SENIOR YEAR

Academic Advising and Administrative Tasks:

- Review CATS Report
 - Utilize the [Change of Major/Minor/Concentration form](#) to declare or change minors or concentrations—***If major requires a concentration, be sure it is declared.***
 - Submit any necessary substitutions that have been approved using the CATS Exception Form. Apply for Core or General Education substitutions if necessary. (Forms available under [RSENR Student Services/Academic Resources](#).)
 - Make sure General Education Three Course Sequence has been declared—submit the form to add these courses to the CATS Report (form available under [RSENR Student Services/Academic Resources](#))
 - Make sure major specific advisor approved courses (e.g. PRT Professional Electives, FOR concentration, internship credit for ENSC concentration) have been added to the CATS Report using a CATS Exception Form.

☐ Fill out [Senior Records Check](#) form and turn in to Marcia Caldwell, 314 Aiken, BY THE START OF SECOND TO LAST SEMESTER (no later than September for May graduation).

Student Support and Mentoring:

- Discuss letters of recommendation and references with faculty advisor and other faculty mentors.
- Consider applying for [national scholarships/fellowships](#). Contact the Fellowships Office for advising.
- Discuss plans for post-graduation options: job opportunities, graduate/professional schools, service (e.g. AmeriCorps, Peace Corps). Identify, courses, skills, experiences or other requirements (e.g. standardized exams like the GRE or LSAT) needed for potential pathways.

Community Engagement:

- [4 Year Plan for Career Success](#)—discuss the **Senior Year Plan (Launch)** and select items to pursue:
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)
 - [Click here to enter text.](#)
- Refer to [Office of Experiential Learning](#) website and make an appointment with Anna Smiles-Becker. Work on honing resume, practice interviewing, get assistance with job search or other post-graduation plans.