I’M ON ACADEMIC PROBATION. NOW WHAT?

- Don’t panic, calm down. Look around. YOU are not the only one! Beating yourself up about your probationary status won’t get you off on the right foot for the upcoming semester.
- Talk with an academic advisor, academic coach, or learning strategies consultant about whether you have the option to use academic forgiveness.
- Don’t go it alone…one of the most common mistakes made by students is that they don’t talk to their friends or family members about the stress of doing poorly in college. Believe it or not, these people won’t love you less because of your grades.
- Identify specific choices or issues that led to your probationary status. Most students who end up on academic probation worked very hard during the semester. Make sure you’re well aware of what really happened.
- Remember, probation doesn’t have to be permanent! Scholarship renewals are possible with hard work and seeking help from faculty, staff or peer mentors who can assist you.
- Explore these questions with your academic advisor: Are you in the right major? Are you happy with your decision to come to Clemson? Are you motivated and committed to doing better this semester? Are you willing to take the steps necessary to improve your academic performance?
- Take advantage of success services available to you though the Academic Success Center, Michelin Center for Career and Professional Development, Undergraduate Studies and your individual academic department. People want to help you!
- Do the math. Figure out the grades you need to earn in your classes this semester to return to good academic standing.
- Be honest – with yourself, your family and your advisors. Remember, we already care about you and will support you through your academic progress.
- Study often and make it fun! No more cramming a couple of days in advance for major exams!
- Get a lot of sleep. Eat healthy food. You wouldn’t work out at Fike without sleep or on an empty stomach, so don’t exercise your brain without those things as well.
- Keep in mind that humility is a good thing. Whether it pertains to academics or not, ask for advice or help. College is all-encompassing. Don’t expect to be an expert just yet.
- Be open-minded, and remember, this isn’t the end of the world.

STUDENT SUCCESS RESOURCES

Web Addresses:
Class of 1956 Academic Success Center: clemson.edu/asc
Academic Skills Workshops: clemson.edu/asc/workshops
Financial Aid: clemson.edu/financial-aid
Writing Center: clemson.edu/centers-institutes/writing

Want to meet one-to-one with an Academic Recovery Team (ART) Advisor?

Dr. Sue Whorton, ASC Director
whorton@clemson.edu
656-6211

Dr. Brandon W. Jones, ASC Assistant Director
bwj@clemson.edu
656-2365

Cari Brooks, Academic Advising and Coaching Specialist
cabrook@clemson.edu
656-2359

Beth McWilliams, Academic Advising and Coaching Specialist
cmwill@clemson.edu
656-6255

Emma Reabold, Academic Advising and Coaching Specialist
esr@clemson.edu
656-5429

Matthew J. Kirk, Academic Advising and Coaching Specialist
mjkirk@clemson.edu
656-1893

Ashley Crisp, Academic Advising and Coaching Specialist
crisp@clemson.edu
656-2363

Lori McGregor, Learning Strategies Consultant
lmcgreg@clemson.edu
656-6152

Julia Lusk, Academic Eligibility Coordinator
mlusk@clemson.edu
656-3941

Dr. Mary Von Kaenel, Transfer Academic Programs Assoc. Dir.
mkaenel@clemson.edu
656-5276
WORKING TOWARD EXCELLENCE (PERSONAL ASSESSMENT TOOL)

This assessment tool is based on ideas and philosophies found in the book *Working Toward Excellence* by Dr. Paul Buyer. This tool is designed to help you measure the eight values for achieving excellence and uncommon success in college and life. When completing it, be honest with yourself and use the scale below. This tool can help you become more aware of your strengths and weaknesses. The great Greek philosopher Plato said “Excellent things are rare.” Don’t be discouraged-achieving excellence is hard! That’s why it’s so compelling and worthy of pursuit.

RESPONSE SCALE
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

1. I have a relentless desire and passion to achieve excellence.
2. I am proactive and take responsibility for my life, making no excuses.
3. I wake every day with a desire to succeed at whatever I do.
5. I work at my highest capacity, fully engaged, totally focused and completely absorbed.
6. I believe that hard work and effort are the keys to attaining excellence.
7. I work to develop mental skills, such as positive visualization, along with physical skills.
8. I am willing to put in the time it will take to achieve excellence.
9. I believe the secret to my success is determined by my daily agenda.
10. I work to improve my starting point by making some progress every day.
11. I take time to cookpot the process rather than microwaving it.
12. I am devoted to deliberate and purposeful practice to achieve excellence.
13. I am committed to stamping a superior quality on everything I do that leaves my hands.
15. I attend to the details in whatever I am doing or preparing.
16. I consider myself a professional and come prepared to work every day.
17. I do my work extremely well, every single time.
18. I have the self-discipline to value and embrace repetition when necessary.
19. I rely on smart and steady play, not a Hail Mary or last-second field goal, to achieve my game plan.
20. I choose to give my best effort on a consistent basis.
21. I tend to pay now and play later, rather than play now and pay later.
22. I am willing to say “no” in order to value and protect my time.
23. I believe that biting off more than I can chew can lead to mediocrity.
24. I am mindful of time and use it productively to further my goals.
25. I believe I must develop perseverance in order to be successful.
26. I rely on my inner strength to keep moving forward even when things get tough.
27. I continue to make progress with my work and goals even in the face of adversity and obstacles.
28. I respond positively to both success and failure and still continue to work toward excellence.
29. I believe leadership is about how far we advance others.
30. I believe the performance of an organization is the ultimate measure of a leader.
31. I build relationships by putting others first, listening to them and treating them with respect.
32. I am a person of character, competence, commitment, care, confidence, communication and consistency.

*Adapted from Working Toward Excellence* by Paul Buyer
SCORING YOUR RESPONSES

YOUR OVERALL APPROACH TO AND ACHIEVEMENT OF EXCELLENCE

To score your responses, total your scores for each of the 32 value statements and review your results below. Enter your total score ______. This score represents your overall approach to and achievement of excellence. Review the table below to determine your current level of performance towards achieving excellence.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>112–128</td>
<td>Excellent</td>
<td>Congratulations! You are achieving excellence and uncommon success.</td>
</tr>
<tr>
<td>88–102</td>
<td>Good</td>
<td>You are doing good work. To achieve excellence, keep striving to improve the items on which you scored a 3 or lower.</td>
</tr>
<tr>
<td>64–87</td>
<td>Mediocre</td>
<td>You are doing mediocre work. To improve, practice and develop your skills mindset for each of the eight values.</td>
</tr>
<tr>
<td>32–57</td>
<td>Poor</td>
<td>Your work and efforts are unacceptable. If you want to succeed, reevaluate goals and make a commitment to work toward excellence, one value at a time.</td>
</tr>
</tbody>
</table>

YOUR INDIVIDUAL VALUE SCORES

To score your responses for each of the eight values of excellence, total your scores for each of the 8 clusters of value statements and enter them in the spaces below. Your scores represent your level of achievement in each of the eight values that comprise excellence. Review the table below to determine your current level of performance in each of the eight values.

- Statements 1-4: Hunger Total Score ___
- Statements 5-8: Effort Total Score ___
- Statements 9-12: Process Total Score ___
- Statements 13-16: Quality Total Score ___
- Statements 17-20: Consistency Total Score ___
- Statements 21-24: Time Total Score ___
- Statements 25-28: Perseverance Total Score ___
- Statements 29-32: Leadership TotalScore ___

INDIVIDUAL VALUE SCORES | RATING | COMMENTS
------------------------|--------|--------------------------------------------------------------------------
14-16                   | Excellent| Breakdown the eight values in terms of your strengths and weaknesses. For example, a 15 on Effort and a 10 on Time may mean that you have a strong work ethic but may procrastinate. A 15 on Perseverance and a 9 on Quality may mean you will keep trying on a project but you may need to attend to details. |
11-13                   | Good    |                                                                          |
8-10                    | Mediocre|                                                                          |
4-7                     | Poor    |                                                                          |

Adapted from *Championship Team Building* by Jeff Janssen
DEVELOPING YOUR GAME PLAN FOR WORKING TOWARD EXCELLENCE

This game plan is the action plan you need to improve your habits and mindset as you work toward excellence and pursuing your goals.

1. Identify the values upon which you need to improve. Do this by reviewing your scores on the assessment tool.

2. Practice the values. This can be done by practicing specific strategies that will help you develop the values you need to adopt to succeed.
   - To develop the Value of HUNGER
     Practice being proactive
     Practice motivating yourself
     Practice beginning with the end in mind
   - To develop the Value of EFFORT
     Practice working hard
     Practice self-discipline
     Practice visualization
   - To develop the Value of PROCESS
     Practice taking care of the details
     Practice crockpotting, not microwaving
     Practice improving your starting point
   - To develop the Value of QUALITY
     Practice taking pride in your work
     Practice getting over the hump
     Practice being a professional
   - To develop the Value of CONSISTENCY
     Practice repetition
     Practice bringing your A game every time
     Practice making smart choices and decisions
   - To develop the Value of TIME
     Practice being punctual
     Practice being organized
     Practice saying no
   - To develop the Value of PERSEVERANCE
     Practice believing in yourself
     Practice learning to expect adversity
     Practice never giving up
   - To develop the Value of LEADERSHIP
     Practice building relationships
     Practice communicating with others
     Practice collaborating with others

3. Develop the values. This is your ultimate goal. By practicing the eight values over time, you are making them part of who you are as you strive to work toward excellence.

Strategies adapted from Working Toward Excellence by Paul Buyer
ACADEMIC FORGIVENESS

The Academic Forgiveness Policy (AFP) allows a student enrolled beginning Fall 2013 or after to eliminate from the GPA calculation up to three courses in which a D or F was earned. Students enrolled prior to Fall 2013 who were under the former Academic Redemption Policy will be allowed academic forgiveness on a modified scale.

The following conditions apply:

- Courses taken prior to fall semester 2003 may not be considered for academic forgiveness.
- While D or F grades in required courses may be eliminated before the course is repeated, the required course must be repeated satisfactorily at Clemson University before graduation. Both grades will remain on the transcript, degree progress report, and other official documents. For financial aid purposes, courses repeated under this policy resulting in duplicate credit do not count for satisfactory academic progress.
- The AFP shall apply only to courses taken at Clemson University. Course substitutions are not permitted.
- Students may not invoke the AFP after they have graduated. After graduation, students may repeat course work, but both grades will be calculated in the GPA.
- The AFP may not be applied to a course taken on a Pass-No Pass basis or to any course in which the student was previously found in violation of the academic integrity policy.

For a comparison of Redemption Policy and Forgiveness Policy, see the chart below.

<table>
<thead>
<tr>
<th>Redemption (old policy)</th>
<th>Forgiveness (new policy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redemption ended at the end of the 2013 second summer session.</td>
<td>Forgiveness began in Fall 2013. Forgiveness now applies to all new and continuing students. Continuing students who had remaining redemption hours had those hours converted to forgiveness courses. The redemption-to-forgiveness conversion chart is in the FAQ section on the next page.</td>
</tr>
<tr>
<td>Redemption was an automatic process.</td>
<td>Forgiveness is not an automatic process. The student decides which courses to forgive and must initiate the process with an advisor.</td>
</tr>
<tr>
<td>Redemption was tied to withdrawal hours.</td>
<td>Forgiveness is not tied to withdrawal hours.</td>
</tr>
<tr>
<td>The course had to be retaken at Clemson.</td>
<td>Courses required for a degree program must be retaken at Clemson. If the course is not required for the degree, it can be forgiven and does not have to be retaken.</td>
</tr>
<tr>
<td>Redemption could not be utilized retroactively.</td>
<td>Forgiveness can be utilized retroactively (i.e. a current senior can forgive a freshman year class). Forgiveness is permitted only for courses taken Fall 2003 or later.</td>
</tr>
<tr>
<td>Students were limited to ten redemption hours.</td>
<td>Students can forgive up to three courses.</td>
</tr>
</tbody>
</table>
Q. What is Clemson’s Academic Forgiveness Policy?

Beginning in Fall 2013, the Academic Forgiveness Policy (AFP) is the University policy that allows an undergraduate student to eliminate from the GPA up to three courses in which a grade of D or F was previously earned. Courses for which forgiveness has been applied will remain on the transcript with a notation that the credit and grade have been excluded from the earned hours and the GPA. Note that for their admission processes, graduate schools and professional programs may choose to recalculate a student’s GPA by including the original D or F grades earned. The AFP replaces the previous Academic Redemption Policy.

Q. How does academic forgiveness work?

An undergraduate student who enrolled in Fall 2013 or after may delete a maximum of three (3) course grades with D or F from the calculation of his/her cumulative GPA. In consultation with the advisor, a student may choose if and when to use academic forgiveness for an eligible course. Discussion with the advisor should include consideration of credit hour requirements to retain scholarships and loans or to meet satisfactory progress requirements for various programs. To utilize the AFP, the student should download the "Form to Request Academic Forgiveness" found at www.registrar.clemson.edu/pdf/academicForgiveness.pdf. Both advisor and student sign the form. The signed form must then be submitted to the Office of Enrolled Student Services, 104 Sikes Hall, where the forgiveness request will be evaluated and processed.

Q. To benefit from academic forgiveness, do I have to retake the courses in which I made a D or F the immediate next term?

No. D or F grades may be forgiven regardless of whether or not the course is repeated. If the course is not required for your degree, you may decide to use forgiveness and choose not to repeat that particular course. You may forgive the D or F grade in a required course before you retake the course. Remember that the required course must be repeated satisfactorily at Clemson before graduation. You may retake the course in any future term.

Q. What happens if I retake a after I’ve used all of my forgiveness courses?

Both the grade for the initial course and the grade for the retaken course are used in calculating your GPA. Remember, however, that any credits earned for the course will be counted only once toward the number of hours required for graduation.

Q. Can I choose which course grades to eliminate under the Academic Forgiveness Policy?

Yes. If you have sufficient forgiveness courses remaining, you may choose to use forgiveness at any time after a grade of D or F is earned. You should discuss the use of forgiveness with your advisor. Discussion with your advisor should include consideration of credit hour requirements to retain scholarships and loans or to meet satisfactory progress requirements for various degrees. If you do not have sufficient forgiveness courses remaining, the Academic Forgiveness Policy will not apply.

Q. How will I know how many AFP courses I have?

New undergraduate students first enrolling in fall 2013 or later will have three forgiveness courses. For undergraduates who first enrolled prior to fall 2013, academic redemption hours will be converted as shown below based on their remaining redemption hours at the end of second summer session 2013.

<table>
<thead>
<tr>
<th>Redemption Hours</th>
<th>Forgiveness (new policy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Q. How will withdrawal hours affect my forgiveness courses?

Forgiveness is not tied to withdrawal hours. Effective Fall 2013, students will not have limits on withdrawal hours.

Q. What if I use all of my Academic Forgiveness courses and change my mind later about which courses I want to use them for?

Once Academic Forgiveness has been applied, the grade and credit cannot be restored.
ACADEMIC ELIGIBILITY POLICY

Contact: Julia Lusk, Academic Eligibility Coordinator, mcbride@clemson.edu, 656-3941
www.registrar.clemson.edu/portal/

All students are expected to study and perform to the best of their abilities. The academic eligibility standards listed below represent minimum levels to remain enrolled at the University. A student who fails to meet these standards is not making satisfactory academic progress and should seek additional assistance from an academic advisor, the Academic Success Center, the Academic Recovery Program, or other appropriate University resources.

The evaluation for academic eligibility is separate from the evaluation for satisfactory academic progress required for student financial aid. Further information on satisfactory academic progress for financial aid purposes can be found at clemson.edu/financial-aid/applying/academic-progress.html.

ACADEMIC ELIGIBILITY DEFINITIONS

The following terms identify levels of academic difficulty pertinent to a student’s academic eligibility.

Academic Alert: A student who earns a semester grade-point average below 1.5, regardless of cumulative grade-point average, is placed on academic alert. No notation concerning academic alert will appear on the student’s permanent record.

Academic Probation: A student who fails to maintain a cumulative grade-point average of 2.0 or higher is placed on academic probation. No notation concerning probation will appear on the student’s permanent record. A student on academic probation may enroll in a maximum of 16 credit hours, unless permission for a higher course load is granted by the academic advisor. Students on academic probation are encouraged to participate in the Academic Recovery Program offered by the Academic Success Center.

Academic Suspension: A suspended student is ineligible to enroll in classes for the fall or spring semester immediately following the suspension notification. Suspension is for one semester only, and the student is eligible to re-enroll the following semester. An application for readmission must be filed. Information about the readmission process can be found at www.registrar.clemson.edu/html/formerStu.htm.

Academic Dismissal: A student who re-enrolls after a suspension is subject to dismissal at the end of the semester in which he/she does not meet the academic eligibility standards listed below. The period of dismissal is for one calendar year and readmission is by appeal only. A dismissed student who is readmitted and again fails to meet academic eligibility standards will be permanently dismissed. Permanent dismissal may not be appealed, and a student permanently dismissed may not apply for Academic Renewal.

A student on academic probation for two consecutively enrolled semesters is evaluated to determine academic eligibility. Eligibility for continued enrollment is evaluated at the end of each semester unless otherwise indicated in this policy. Students who have completed only one semester will not be evaluated.

ACADEMIC ELIGIBILITY STANDARDS

A student on academic probation (cumulative GPA below 2.0) will remain academically eligible if one of the following conditions is met.

1. The student passes at least 12 credit hours and earns a 2.4 or higher semester GPA. Duplicate credits do not count as credits passed unless otherwise required to meet an alternative departmental standard.

2. The student achieves the minimum cumulative grade-point average (MCGPA) listed below.

<table>
<thead>
<tr>
<th>Total Credit Hour Level*</th>
<th>MCGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-29</td>
<td>1.75</td>
</tr>
<tr>
<td>30-59</td>
<td>1.85</td>
</tr>
<tr>
<td>60-89</td>
<td>1.95</td>
</tr>
<tr>
<td>90+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* Total Credit Hour Level includes all credit hours attempted at Clemson, plus any advanced standing earned from transfer credits and credits based on approved examination programs. Only grade points earned at Clemson are used to calculate the MCGPA.

3. The student achieves a 2.0 or higher cumulative GPA.
ACADEMIC ELIGIBILITY EVALUATION
As described below, academic eligibility criteria are different for students who 1) have completed fewer than three semesters; 2) have completed at least three semesters; 3) have been suspended; and 4) are returning on appeal. Conditions of academic eligibility are described in the previous section.

1. A student who has completed fewer than three fall and spring semesters will be evaluated at the end of his/her second semester of enrollment. If the student has two consecutive semesters on academic probation, he/she is eligible to enroll in the subsequent semester, but must meet academic eligibility standards at the conclusion of the third semester to avoid suspension for the next semester. Summer enrollment is not included in the count of semesters. This suspension is not appealable.

2. A student who has completed three or more fall and spring semesters will be evaluated at the end of each fall and spring semester. If the student has two consecutive semesters on academic probation and fails to meet academic eligibility standards, he/she will be suspended for the next regular (fall or spring) semester. A student subject to suspension at the end of spring semester may enroll in summer school and will avoid suspension if he/she meets academic eligibility standards.

3. A student who re-enrolls after being suspended is evaluated at the end of each fall and spring semester until a cumulative grade-point average of 2.0 or higher is achieved. A previously suspended student on academic probation who fails to meet academic eligibility standards will be dismissed at the end of the following semester for one calendar year and permitted to enroll only as a result of a successful appeal.

4. A student permitted to re-enroll due to a successful appeal of suspension or dismissal is evaluated at the end of each semester until a cumulative grade-point average of 2.0 or higher is achieved. A student who fails to meet academic eligibility standards will be suspended or dismissed, according to his/her academic situation.

NOTE: Suspension is for one semester. If you have already been suspended for one semester, you are subject to dismissal for one year at the end of the semester in which you fail to make satisfactory academic progress. If dismissed, you must appeal for re-entrance. Questions? Contact Mrs. Julia Lusk (mcbride@clemson.edu).
SATISFACTORY ACADEMIC PROGRESS/FINANCIAL AID

MAINTAINING ELIGIBILITY FOR CLEMSON-BASED SCHOLARSHIPS
- Earn a cumulative 3.0 GPA by the end of the academic year (includes summer school). Only the grades earned in Clemson courses are used to determine eligibility for Clemson-based scholarships.
- Earn a minimum of 24 credit hours at Clemson by the end of the academic year (includes summer school).

MAINTAINING ELIGIBILITY FOR STATE OF SOUTH CAROLINA SCHOLARSHIPS
- LIFE SCHOLARSHIP: Complete an average of 30 credit hours per academic year with a cumulative 3.0 GPA (all college and university grades are used for the calculation of the LIFE GPA).
- LIFE SCHOLARSHIP ENHANCEMENT: In addition to completing regular LIFE eligibility requirements, 1) complete a minimum of 14 credit hours of math and/or science by the end of the freshman year and 2) enroll in an approved math or science major.
- PALMETTO FELLOWS SCHOLARSHIP: Complete 30 credit hours each academic year with a cumulative 3.0 Clemson GPA (only Clemson grades are considered for the calculation of this GPA).
- PALMETTO FELLOWS ENHANCEMENT: In addition to completing regular Palmetto Fellows eligibility requirements, 1) complete a minimum of 14 credit hours of math and/or science by the end of the freshman year and 2) enroll in an approved math or science major.

SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID ELIGIBILITY
Clemson's Satisfactory Academic Progress (SAP) Policy evaluates both the quality (grade-point average) and quantity (credit hours completed) of the student’s course work. Students must maintain Satisfactory Academic Progress to receive all forms of financial aid (scholarships, grants, work-study, and loans). Students are evaluated at the end of each term (fall, spring and summer).

To make satisfactory academic progress for financial aid purposes, the student must earn a minimum cumulative grade-point average (MCGPA) that meets the requirements for continuing enrollment and graduation as defined in the Undergraduate Announcements. Additionally, students must complete 67% of the credit hours in which they are enrolled after the last day to drop without a "W." The student’s pace of completion is calculated by dividing the credit hours completed by credit hours attempted and this must equal or exceed 67%.

The maximum time frame to earn an undergraduate degree (or degrees) at Clemson is measured by the average number of credit hours required to complete a degree (126) multiplied by 150%.
Students who are not maintaining satisfactory academic progress for the first time will be placed on Financial Aid Warning. Students under Financial Aid Warning can receive student financial aid for one term without submitting an appeal. At the end of the term, the student must meet the criteria for satisfactory academic progress. If the student does not, the student is placed on Unsatisfactory Academic Progress. Students on Unsatisfactory Academic Progress are ineligible for student financial aid unless they submit an appeal and the appeal is granted. For an appeal to be considered, it must explain why the student failed to make satisfactory academic progress and what has changed in his/her situation that will allow him/her to make satisfactory academic progress at the next evaluation. If a student’s appeal is granted, he/she is placed on Financial Aid Probation and can receive student financial aid for one term. At the end of the term, the student must meet the criteria for Satisfactory Academic Progress. If the student does not, the student is once again placed on Unsatisfactory Academic Progress and is ineligible for aid. The student can appeal again, but the latter appeal must be based on a reason different from the first appeal. If it is not mathematically possible for a student who is appealing to reach satisfactory academic progress by the end of the next term, the student can be placed on an Academic Plan for a specific number of terms. The Academic Plan, which must be signed by the student and his/her academic advisor, will be used to evaluate the student’s satisfactory academic progress until it expires.

All questions regarding financial aid must be directed to the Financial Aid office at 864-656-2280 or finaid@clemson.edu.

The form required to file an appeal for failure to meet satisfactory academic progress can be found at clemson.edu/financial-aid/documents/SAP_Appeal_Form.pdf.

The form required to file an appeal for denial of financial aid can be found at clemson.edu/financial-aid/documents/appeals-form.pdf.

Other important information and deadlines are also available at clemson.edu/financial-aid.
# Hope, LIFE, & Palmetto Fellows Scholarships at a Glance

<table>
<thead>
<tr>
<th></th>
<th>Stipend Amount per academic year</th>
<th>Freshman Eligibility*</th>
<th>Continued Eligibility</th>
<th>AP Hours</th>
<th>Duplicate Hours</th>
<th>Exemption Hours</th>
<th>Number of Possible Stipends**</th>
<th>Enhancement for STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hope</strong></td>
<td>$2,800</td>
<td>3.0 high school GPA</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>LIFE</strong></td>
<td>$5,000</td>
<td>Two of the three:</td>
<td>average of 30 hours</td>
<td>will count toward total needed</td>
<td>do not count</td>
<td>will count toward total needed</td>
<td>8</td>
<td>Additional $2,500***</td>
</tr>
<tr>
<td>Rank in the top 30% of your graduating class</td>
<td>per academic year, cumulative 3.0 GPA All-college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Palmetto Fellows</strong></td>
<td>$6,700 - Year one $7,500 Years 2-4</td>
<td>Must apply with high school guidance counselor.</td>
<td>take and pass 30 hours per academic year, cumulative 3.0 Clemson GPA</td>
<td>do not count</td>
<td>may count if replacing AP credits, first time only</td>
<td>do not count</td>
<td>8</td>
<td>Additional $2,500***</td>
</tr>
</tbody>
</table>

* Other eligibility requirements: student must be a South Carolina Resident at the time of graduation and upon entering his or her freshman year
** After four years from initial college enrollment students are ineligible for scholarship renewal.
*** Certain STEM majors are eligible for the enhancement beginning in the sophomore year if the student completes 14 hours of math and science coursework (includes AP and Dual Enrollment) prior to the first day of the student’s sophomore year.

---

**Other things to Remember:**

Students cannot gain eligibility for the Life Scholarship mid-year. The make-up period is the immediate summer of that academic year.

Summer State Scholarships are available if eligible. If you are a Co-op student, a Study Abroad student, a student with a registered disability or a transfer student the above may differ for you.

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**Per the Commission on Higher Education for the State of South Carolina:**

All appeals must go through CHE. The form can be found on their website.

- [www.che.sc.gov](http://www.che.sc.gov)
- 803-737-2260

**Additional Questions can be answered online:**

- [www.clemson.edu/financial-aid](http://www.clemson.edu/financial-aid)

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Changes to the SAT scores are pending the release of the College Board concordance tables for the revised SAT. Additionally, the SC Commission on Higher Education is discussing changes to the SC Uniform Grading Scale.
SUCCESS PLAN

Both your academic advisor and the staff in the Academic Success Center are committed to helping you reach your academic and career goals. This worksheet is designed to help you develop a plan for returning to good academic standing. Be honest with yourself about the commitment and effort you are willing to invest so that you can develop a plan that is achievable and workable for you.

Step 1: Identify the obstacles you encountered last semester.

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>How did this obstacle interfere with your success? (Be specific.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

- I didn’t go to class
- I didn’t take notes in class
- I didn’t pay attention in class due to texting, surfing the net, etc.
- I didn’t turn in homework or assignments (or turned them in late)
- I didn’t study enough
- I wasn’t sure how to study effectively (never had to in high school)
- I didn’t manage my time well
- I watched too much TV
- I spent too much time on the internet, Facebook or video games
- I wasn’t organized enough
- I missed a test
- I procrastinated too much
- I didn’t keep up with the reading
- I didn’t participate in class
- I had trouble adjusting to college life
- I had test anxiety
- I was homesick
- I am uncertain about my educational goals
- I allowed use of alcohol or drugs to interfere with my academics
- I had difficulty prioritizing between school work and social activities

Step 2: Generate potential solutions for overcoming the obstacles you listed.

Use the matrix below to list the obstacles you faced last semester and three potential solutions for each obstacle.

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Solution #1</th>
<th>Solution #2</th>
<th>Solution #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>
SUCCESS PLAN, cont.

- I will meet with my academic advisor to discuss my schedule and develop a plan for success
- I will develop a time management plan that works for me
- I will attend all of my classes
- I will go to class prepared
- I will stay focused in class
- I will set a study schedule for each class and follow it
- I will study in a place that allows me to get my work done
- I will enroll in CU 1010
- I will attend tutoring sessions
- I will attend supplemental instruction (SI)
- I will attend ASC academic skill-building workshops (i.e., time management and test taking)
- I will see an ASC staff member if I am having difficulty in a course for which tutoring is not currently offered,
  I will take the Study Behavior Inventory (SBI) and meet with an academic counselor to discuss the results
- I will make better choices regarding my health, sleeping and eating habits
- I will make better choices regarding my use of alcohol and/or drugs
- I will get to know my professors
- I will ask my professor for help if I am having difficulty in a course
- I will meet with a counselor at Counseling and Psychological Services (CAPS) to discuss my personal concerns and issues
- I will utilize the major and career exploration services at the Michelin' Center for Career and Professional Development
- I will seek assistance from someone in the Financial Aid office
- I will meet with someone in the Office of Student Disability Services
- I will get involved in fitness activities at Fike Recreation Center
- Other solutions that will allow me to be success:

Step 3: Commit to workable and achievable solutions.
Using the matrix below, list the three most achievable solutions you are willing to try, how these solutions may help you, and the sacrifices you will need to make to achieve your goals

<table>
<thead>
<tr>
<th>Solution</th>
<th>How will this solution help me?</th>
<th>What will this solution require of me in terms of time and effort?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
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</tbody>
</table>

Step 4: Develop your plan of action!
Write your most important goal down below. Using the solutions you generated, list the steps you will take to reach your goal and the date by which you will complete those steps. Use the SMART formula for achieving your goal.

S= Specific: Make your goal as specific as possible. Example: I will have a 2.5 cumulative GPA by the end of the spring semester.

M=Measurable: Be sure that your goal is measurable. Example: I will be able to measure whether or not I have achieved my desired GPA at the end of the semester.

A=Attainable: Set goals that you can achieve. Example: I have done the math and know that a 2.5 cumulative GPA by the end of the semester is possible.

R=Realistic: Set goals that are realistic. Example: I can realistically achieve a 2.5 cumulative GPA if I earn 4 Bs and 1 C this semester.

T=Timely: Establish a timeline for reaching your goal. Example: I can achieve my goal by the end of the spring semester.
SUCCESS PLAN, cont.

My TOP Goal: ________________________________

Steps I will take to reach this goal:
1. ___________________________ by ____________.
2. ___________________________ by ____________.
3. ___________________________ by ____________.

Step 5: Remember that with effort and persistence, you can return to good academic standing! Keep the following in mind:

1. BE COMMITTED to achieving academic success
2. UNDERSTAND what academic probation means and what grades you’ll need to earn to return to good academic standing.
3. IDENTIFY the problems that led to your poor grades
4. CONSIDER all of your options- including adjusting your course load, cutting back on extracurricular activities, repeating courses.
5. KNOW the add, drop, and withdrawal deadlines as well as other academic policies that pertain to you
6. LET OTHERS ASSIST YOU and take advantage of the student support services such as tutoring, personal counseling, and academic coaching. Your academic advisor is an excellent resource person as well.
7. THINK POSITIVELY and WORK HARD! DON’T GIVE UP!

NOTES: