

GRADUATION WITH LEADERSHIP DISTINCTION

What Advisors Need to Know



**Center for Integrative
and Experiential Learning**

UNIVERSITY OF SOUTH CAROLINA



MISSION

To advance integrative and experiential learning across within and beyond the classroom experiences at the University of South Carolina Columbia and Palmetto College campuses for students, faculty, and staff by providing programs, developing resources, conducting outreach, and facilitating assessment.

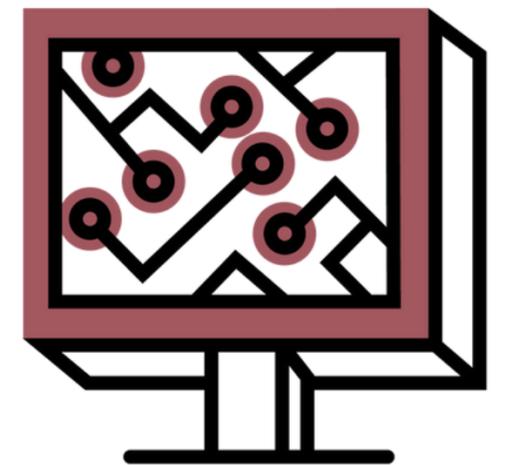
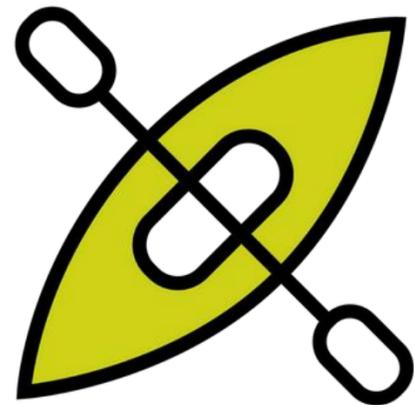
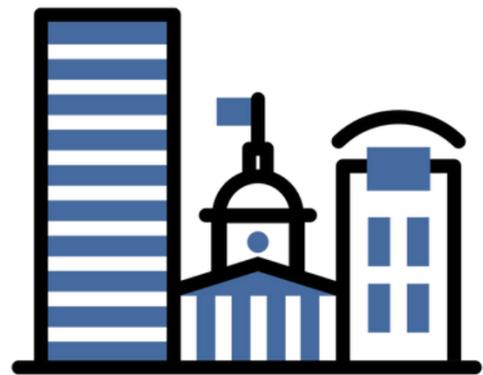
Building leaders through meaningful engagement and reflection

VISION

To foster an enriched educational environment through purposeful within and beyond the classroom experiences that deepen the impact on student learning and enhance their preparation for the future.

EXPERIENTIAL LEARNING

Learning by doing through hands-on experiences and reflection



EXPERIEN

Learnin

Experiential Learning Opportunities (ELO)

tion

- **Significant time and effort:** a minimum of 45 hours of engagement
- **Clear expectations:** written and/or through meeting sessions
- **Required reflection:** assignments, journals, group sessions, or 1-on-1 meetings
 - **Feedback:** faculty/staff/peer interaction

INTEGRATIVE LEARNING

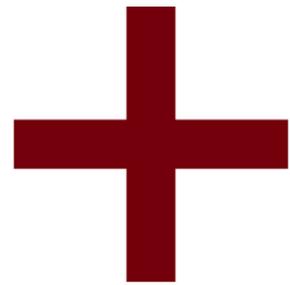
*“**Connecting** skills and knowledge from multiple sources and experiences; **applying** theory to practice in various settings; **utilizing** diverse and even contradictory points of view; and, **understanding** issues and positions contextually.”*

Source: Huber and Hutchings, Mapping the Terrain, 2004 AAC&U

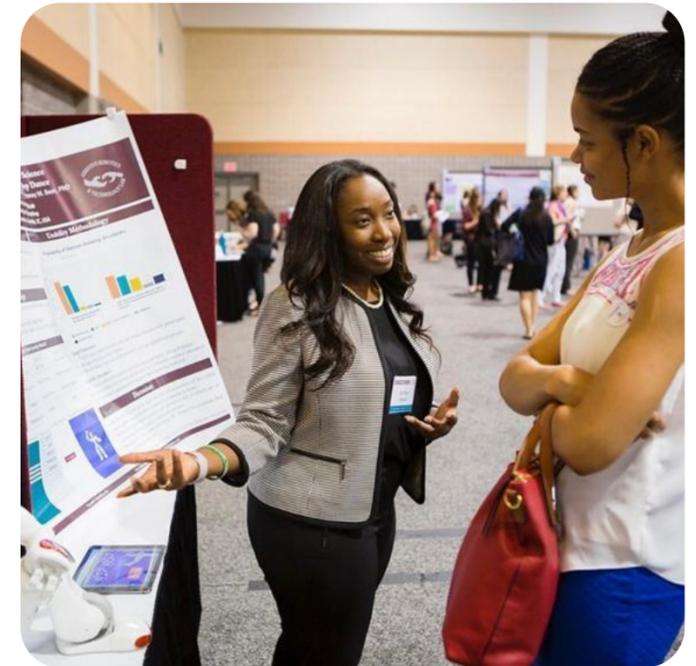
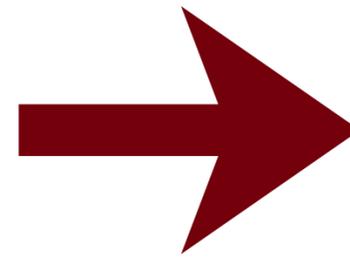
INTEGRATIVE LEARNING



Learning within
the classroom



Learning beyond
the classroom



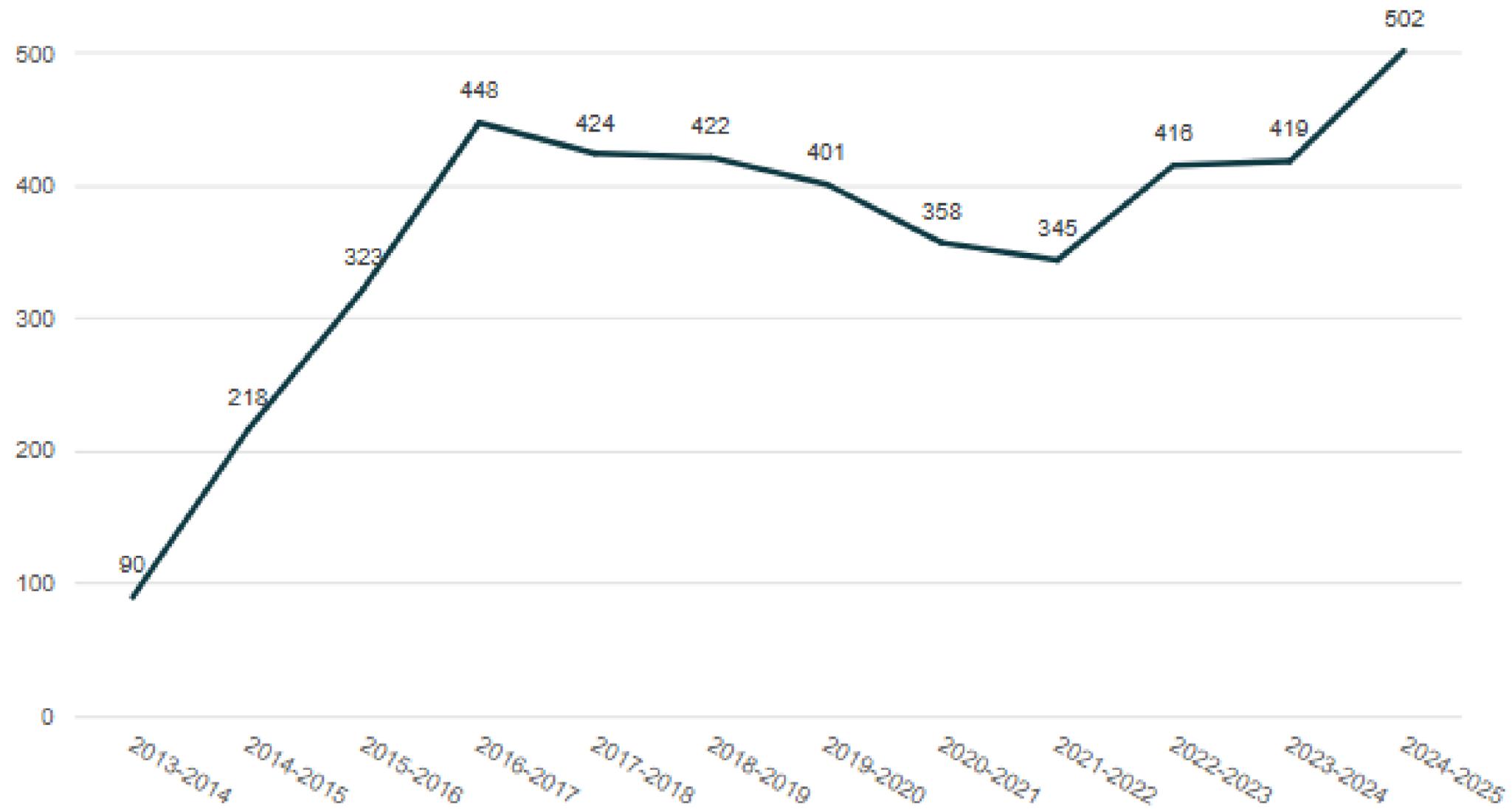
Integrative Learning:
Making connections and
applying **within-** and **beyond-**
the-classroom learning

GRADUATION WITH LEADERSHIP DISTINCTION (GLD)

- Academic honor, degree distinction
- Acknowledgement of within the classroom
AND beyond the classroom learning
- Recognized
 - On the student's *transcript* and *diploma*
 - With honor cords at graduation



GLD OVER TIME



GRADUATION WITH LEADERSHIP DISTINCTION (GLD)

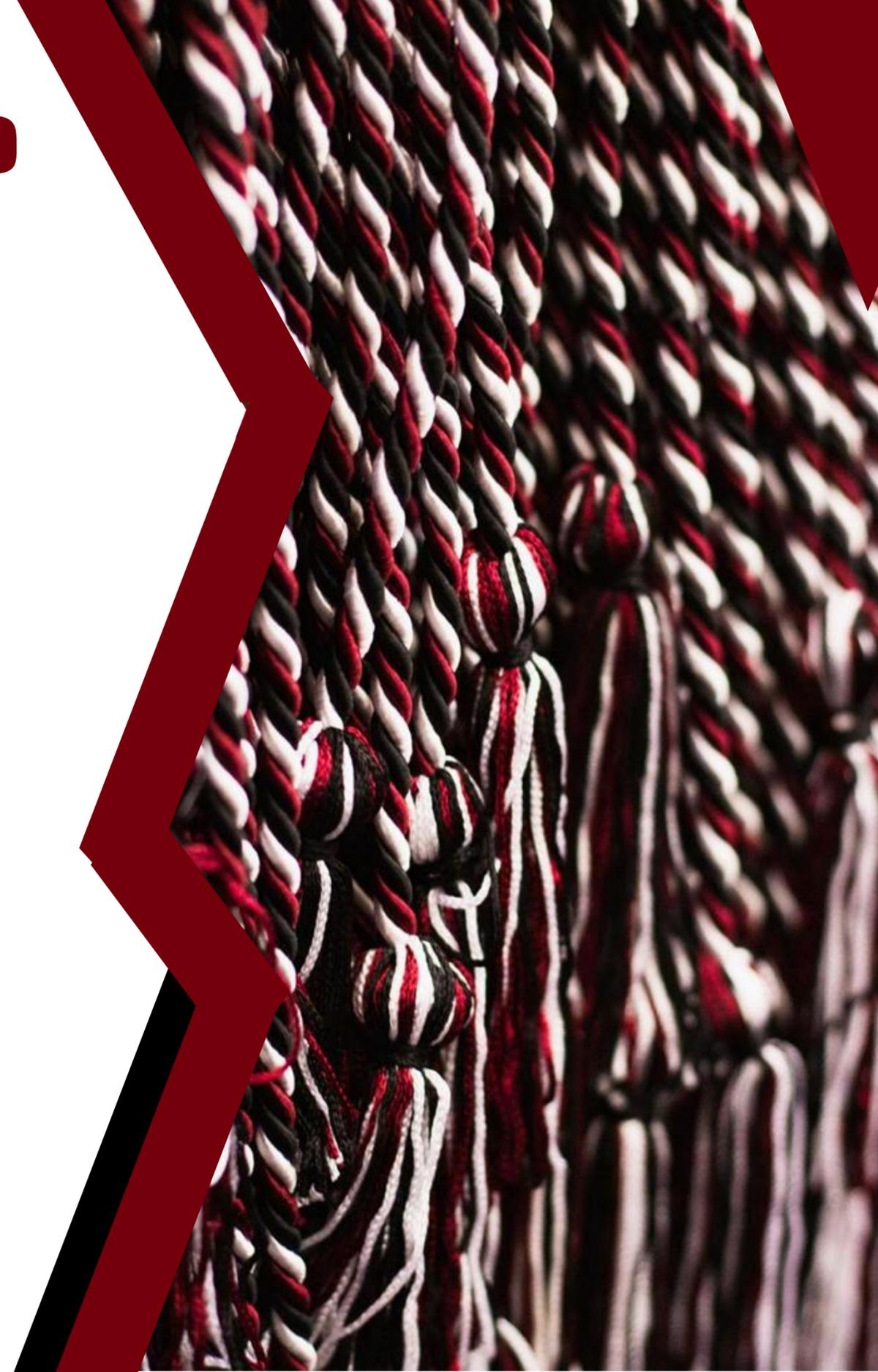
A formal academic distinction which honors the broader scope of achievements for students engaged within and beyond the classroom

4 PATHWAYS

- Community Engagement and Social Advocacy
 - (formerly Community Service)
- Global Learning
- Professional Engagement
 - (formerly Professional and Civic Engagement)
- Research

6 REQUIREMENTS

- 3.0 overall GPA
- Core Experience
- Enhancement Experiences
- Coursework
- Presentation
- ePortfolio



GLD CORE EXPERIENCE

Community Engagement and Social Advocacy (formerly Community Service)

- **300 hours** of community engagement and/or social advocacy in at least 2 different experiences
 - *Students may apply 200 hours of beyond-the-classroom experiences required of their major (e.g. required internship or practicum hours) towards this pathway.*

Global Learning

- **12 weeks** of high quality, immersive educational experience abroad OR
- **8 weeks** of **faculty-led**, immersive, education experience abroad OR
- **6 weeks** of **faculty-led**, immersive, education experience abroad + a minimum of **60 hours** of focused local international experiences

Professional Engagement (formerly Professional and Civic Engagement)

- **300 hours** of leadership and/or professional engagement in at least 2 different programs or experiences

Research

- **2 semesters** in a research or discovery project accompanied by a faculty mentor



DISCOVER USC

Poster presentation event
Research + GLD experiences

Friday, April 24, 2026

Columbia Metropolitan Convention
Center

1101 Lincoln Street

Columbia, SC, 29201

Free shuttle service from
Horseshoe!

Register as a reviewer!

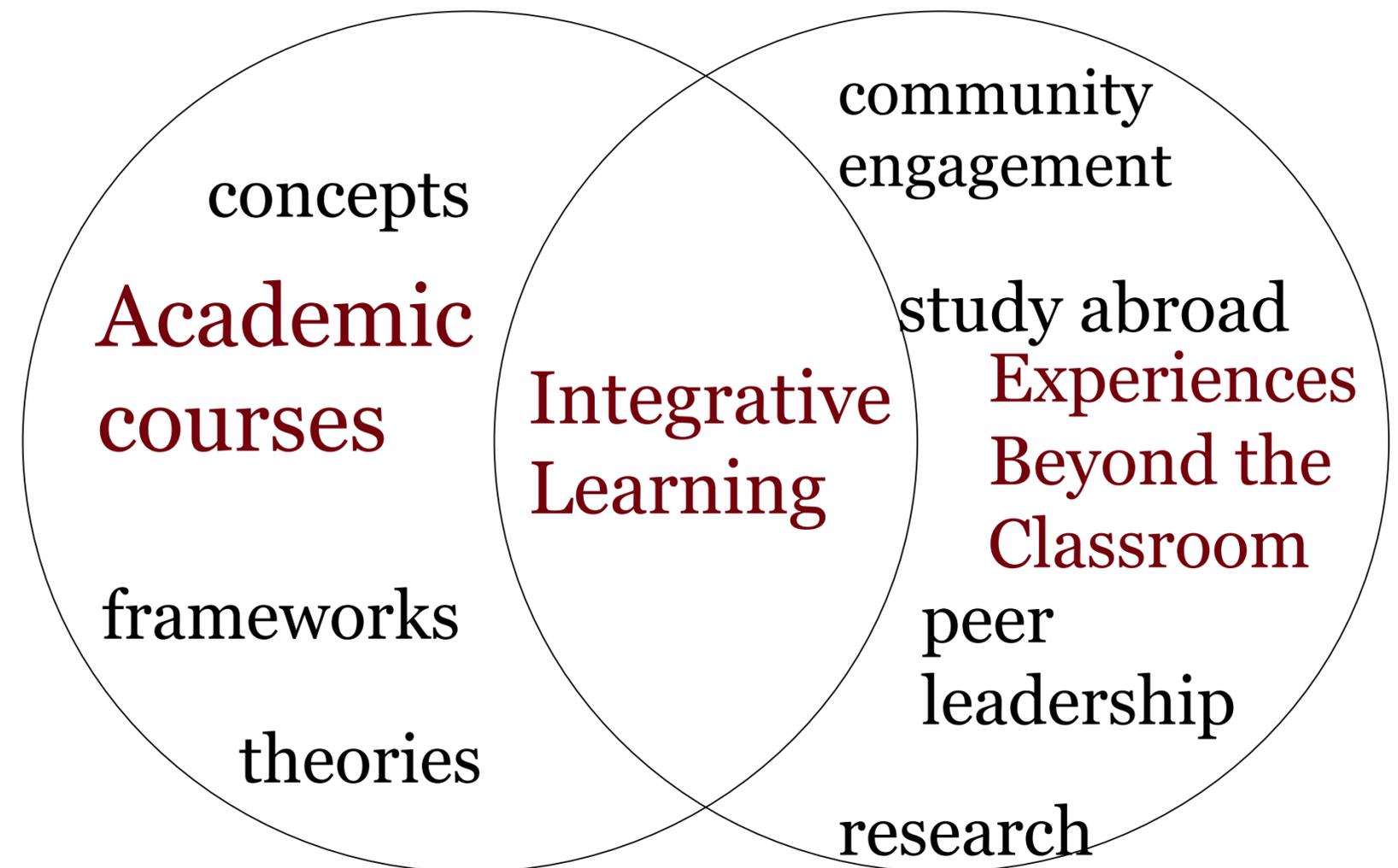
sc.edu/discoverusc



GLD EPORTFOLIO

- Publicly visible website
- Demonstrates integrative learning
- Reflective writing
- Scored using GLD rubric based on learning outcomes
- Can be used after graduation
(resume, LinkedIn,
personal/professional use)

WTC + BTC





About Me !

My name is Charmi Patel. I am a first-generation college student at the University of South Carolina (UofSC). In May 2025, I will graduate with a major in biology and a minor in medical humanities and culture. I am pursuing my GLD on the research pathway.

From a young age, I have always wanted to work in the healthcare field and to bring back to my family and community, that has given so much to me. My goal in medicine is to bridge the gap of diversity and accessibility seen in medicine. My parents immigrated to the United States from India, hoping to build a better life together. Being raised in a rural town in Georgia, my values were shaped by the obstacles my parents and relatives had overcome, shaping me into who I am today. Being the oldest daughter in my family, I recognize the importance of being a role model to my younger siblings, just as my parents were to many who came to the United States. With the hopes of building a brighter future, my parents created a strong foundation for our family to pursue our goals. Their role motivated me to pursue my passions, leading me to medicine. My goal in medicine is to bridge the gap of diversity and accessibility seen in medicine.

Coming to Columbia, South Carolina and attending UofSC, I began my academic journey on the pre-med-track. However, as I refined my goals with my ambitions, I learned about many health professions, leading me to the Physician Assistant (PA) track. This shift in my academic journey instilled a newfound confidence in me, motivating me to focus on my future goal.

I began this new part of my journey by connecting with students similar to mine through the pre-PA organization on campus called Association of Pre-PA Students (APPAS). From there, I wanted to deepen my understanding of the role of a PA and how I could fit into it in my own way. This led me to shadow multiple specialties, such as dermatology and pediatrics. Also, I began working with PAs and physicians, whether as a medical assistant or through working on a medical internship. My experiences made me realize my desire to join this profession due to the compassion and teamwork PAs exhibit in providing optimal

SCAN HERE



GLD EPORTFOLIO METHODS

UNIV 401

- **1-credit hour** course
- Offered in fall, spring, and summer semesters
 - In person, 100% asynchronous online, and 8-week sections
- **Highest ePortfolio success rate**- over 90% of students enrolled in U401 earn GLD
- Provides **immense support** and timeline for completing ePortfolio

Structured Advising

- **Self-paced** modules via Blackboard
- Two small-group workshops for peer review feedback
- Meet with an advisor for feedback



**Encourage your students
to enroll in U401 for
ePortfolio support if they
are able!**

WHY SHOULD STUDENTS PURSUE GLD?

“GLD completely changed how I experienced college. Instead of going through the motions, it pushed me to pause, reflect, and make meaning of my involvement”



“I grew as a writer, synthesizer, and speaker. I know my portfolio is something I will always be referencing, especially in job interviews”

“GLD allowed me to make connections I otherwise never would have made before between different courses and vastly different leadership positions I have held”



REFERRING STUDENTS TO GLD

Direct students to our website to get started:

sc.edu/GLD → Orientation

Students can start an application anytime:

sc.edu/GLD → Apply

Encourage students to make an advising appointment to learn more!

Find CIEL under **Involvement and Engagement** on EAB



NOMINATE STUDENTS FOR GLD

- Share one name or an entire list of students who would be a good fit for GLD!
 - Demonstrates extensive, purposeful **engagement beyond the classroom** (on and off campus)
 - Overall **3.0 GPA**
 - **Undergraduate** student
- ***No need to be a GLD expert- you send us the students, and we'll handle the rest!***

SCAN
ME!



THANK YOU

CIEL Office Location: Legare College 226A

www.sc.edu/ciel



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