

## Module One

### Section 1: Advising at USC

1. Identify the caseload ratio of student-to-advisor as recommended by NACADA.
2. Define the structure of the Shared-Split model of advising.
3. Identify the four main components of advising at USC.
4. Identify specific populations of students who have dual advisors.

### Section 2: Annual Advisement & Registration Timeline

1. Describe the three peak advising times during a typical fall semester.
2. Identify student populations that have priority or earlier registration times than the general student population.
3. Describe how registration times are assigned for each semester.
4. Identify a major consequence of a student not meeting with their academic advisor during the semester.
5. Identify the source students use to find their assigned registration day and time.

## Module Two

### Section 1: FERPA

1. Understand the access academic advisors have to student education records in the performance of their duties.
2. Identify the difference between the components of a student's education record and "directory information."
3. Identify the circumstances under which a school official, faculty or staff member may review a student's education record without the student's written consent.
4. Identify at least three responsibilities of academic advisors in regard to protecting the FERPA rights of students.
5. Describe the responsibility of an academic advisor in protecting student records related to the use of signed confidentiality statements.

### Section 2: Academic Standards & Course Withdrawal

1. Describe the conditions under which a student is placed on academic probation at the end of a semester.
2. Review the Academic Standards Chart and identify the three ranges used to determine if a student can continue on probation.
3. Identify the policy that allows a student to continue on probation by earning a 2.5 semester GPA regardless of their total institutional GPA.
4. Review and identify the main components of the First-Year Academic Recovery program.
5. Understand the calculation of a grade of WF into the student's GPA.

### Section 3: Academic Policies

1. Identify the University office responsible for making the initial determination of student residency status.
2. Describe the approval process required for a student to take courses in the transient status away from USC.
3. Describe the grading scale at USC.
4. Understand what various grades such as FN or NR represent on a student's transcript.
5. Understand how credit hours taken as pass/fail or audit are computed in the GPA.
6. Calculate a student's semester GPA based on hours attempted and grade points earned.
7. Review the Grade Forgiveness Policy and describe the guidelines that must be followed to apply for Grade Forgiveness.

8. Review and describe the grade change process based on transcription or calculation errors.
9. Describe the relationship between the Grade Forgiveness Policy and college requirements for repeating classes prior to admission to or progression in specific academic programs.
10. Identify the percent of class attendance that triggers an “audit” on the student’s record if a student takes a course using the audit option.

### **Module Three**

#### **Section 1: Carolina Core Terminology**

1. Describe the acronyms used to designate the Carolina Core components.
2. Identify the range of credit hours required to meet Carolina Core learning outcomes.
3. Define and describe the difference in function between a stand-alone course and an overlay approved course.
4. Define and describe the function of foundational courses in meeting the requirements of the Carolina Core.
5. Describe the relationship between major-specific coursework and an integrative course.

#### **Section 2: Carolina Core Overview**

1. Describe the three mandates that the Carolina Core was created to meet.
2. Identify the minimum credit hours needed to meet the requirements of the Carolina Core.
3. Identify the specific learning outcomes that were included in the Carolina Core from the previous general education program.
4. Define an overlay course and how it may be used to meet Carolina Core components.
5. Describe how Advanced Placement (AP) is calculated to meet Carolina Core credit hour requirements.

#### **Section 3: Carolina Core Advisement**

1. Review and describe the main reasons or purposes outlined for creation of the Carolina Core.
2. Review the transferability guidelines for taking ENGL 102 as an overlay course when taken at an institution outside of the USC-system.
3. Review the status change of ENGL 102 as a redesigned course for the Carolina Core.
4. Review the transferability guidelines for courses taken outside of the USC-system and describe the change in credit application related to the Carolina Core as overlays beginning in Fall 2017.
5. Summarize the recommendations outlined to encourage students to take responsibility for meeting Carolina Core requirements.

#### **Section 4: Change of Major & Change of Campus**

1. Review the change of major process as practiced campus-wide.
2. Identify the role of the University Advising Center in the change of major process.
3. Review the additional requirements imposed by some colleges in the change of major process.
4. Describe the function of the 8 campuses that compose the USC-system.

#### **Section 5: Entering USC with Course Credit**

1. Review and describe how students earn college credit through AP and IB courses completed in high school.
2. Review and describe the prerequisites for math and foreign language courses based on placement tests.
3. Describe the steps students should take if they feel their foreign language test score placed them in the incorrect course level.
4. Review the process a student should follow to apply for back-credit for foreign language.
5. Describe why a USC student must complete one of two math sequences.
6. Explain why a student must take one of the two versions of the Math Placement Test (MPT).

7. Describe the levels of the IB Program offered to high school students.

#### **Module Four**

*Advising Technology (in development)*

#### **Module Five**

##### Section 1: USC Connect

1. Describe the role of USC Connect in linking student academic interests with experiences beyond the classroom.
2. Review and describe the five pathways students can choose to earn Graduation with Leadership Distinction (GLD).
3. Describe how USC Connect uses campus-wide partnerships to enhance student learning.
4. Define USC's Quality Enhancement Plan (QEP).

##### Section 2: Campus Resources

1. Review and describe the University withdrawal policies and processes provided by Withdrawal Services in the University Advising Center.
2. Describe the course-specific academic support provided to students through the Student Success Center.
3. Describe the services provided by the University Career Center and when these services are available to students.
4. Describe the services provided to USC students through the Office of Pre-Professional Advising.
5. Review the services provided by the Office of Disability Services to students and the campus community.
6. Describe the registration and application process administered by the Office of Student Disabilities that students must follow to receive accommodations for their disability.

#### **Module Six**

##### Section 1: Student Persistence & Retention at USC

1. Review the data and describe the goals for student persistence and retention at USC.
2. Review the data and describe the goals for 6-year graduation rates at USC.
3. Describe the role of academic advising in student retention.

##### Section 2: Honors, Athletes, Pre-Professional Students

1. Review and describe the requirements for students to graduate with honors from the South Carolina Honors College.
2. Describe the additional advising support provided to South Carolina Honors College students.
3. Describe the specific academic requirements imposed on student athletes by the NCAA.
4. Identify how students indicate interest in a pre-professional track.
5. Describe the role of the advisor in exposing pre-med and/or pre-health students to academic and real world experiences.

##### Section 3: Opportunity Scholars Program

1. Describe the eligibility requirements to enroll in the Opportunity Scholars Program (OSP).
2. Identify the number of first-year students who are expected to participate in the OSP in a fall semester.
3. Describe the requirements for an OSP student to receive tuition reduction.
4. Describe the relationship between the Trio Programs and OSP.
5. Describe the role of the Gamecock Guarantee in supporting OSP students.

## **Module Seven**

### Section 1: Introduction to Advising as a Profession

1. Review the role of an Academic Advisor and describe the four skill sets required of all advisors.
2. Describe how an Academic Advisor uses the Referral, Integration, Individualization and Information skill sets when advising students.

### Section 2: Conducting an Advising Session

1. Review and describe the three phases of an academic advising session as outlined by???. Think we need a source here.
2. Explain the difference in Advisor actions during Pre-advising and after the student has left the advisor's office.

### Section 3: Professional Organizations & USC Specific Resources

1. Identify the leading national professional organization that supports the academic advising profession.
2. Describe the function of The University Advisor's Network (UAN).