



UNIVERSITY OF
SOUTH CAROLINA

Office of Institutional Research, Assessment & Analytics

November 15, 2023

Dr. Kevin Sightler, Director of Substantive Change
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Sightler:

I am writing to notify the Commission on Colleges that the University of South Carolina Columbia is requesting approval to offer 50% or more of the AA and AS degree programs at Clover High School (1625 State Hwy 55 E., Clover, SC 29710) location.

The University of South Carolina Columbia has prepared a prospectus to request approval for offering 50% or more of the AA and AS degrees at the location listed above. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Douglas Miles

Donald Miles, Executive Director OIRAA
SACSCOC Accreditation Liaison

Enclosure

Substantive Change Cover Sheet

Submit to SACSCOC,
Substantive Change, 1866
Southern Lane, Decatur, GA
30033. One copy only;
electronic media preferred.
Do not email submissions
or send copies to staff.

Note:


1. Include a completed cover sheet with each submission; please don't submit a cover sheet only.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Submit substantive changes defined in policy only; others are not reviewable.
4. For best results, download this form and complete with [Adobe Reader](#). Hover mouse over fields for guidance.

INSTITUTIONAL INFORMATION

INSTITUTION (NO ABBREVIATIONS PLEASE)

CITY + STATE/PROVINCE

SUBSTANTIVE CHANGE RESTRICTION

1. Is the institution currently on Warning, Probation, or Probation for Good Cause?	<input type="radio"/> Yes	<input type="radio"/> No
2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction?	<input type="radio"/> Yes	<input type="radio"/> No
3. Is the institution currently under provisional certification for participation in federal financial aid programs?	<input type="radio"/> Yes	<input type="radio"/> No
If ANY are "Yes" the institution is on SUBSTANTIVE CHANGE RESTRICTION . Additional and/or different requirements may apply; consult policy.		

SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (SELECT FROM DROP-DOWN LIST; SUBMIT ONLY TYPES DEFINED IN POLICY)

SUBMISSION DATE

SUBSTANTIVE CHANGE DESCRIPTION (BRIEF SUMMARY)

INTENDED IMPLEMENTATION

OFF-CAMPUS INSTRUCTIONAL SITES SUBMITTED IN THIS SUBSTANTIVE CHANGE

Site Name, Physical Address, City, State/Province, ZIP or Postal Code, and Country/Territory

1.	
2.	
3.	
4.	
5.	There are more than 5 sites in this submission → <input type="radio"/>

PROGRAMS SUBMITTED IN THIS SUBSTANTIVE CHANGE

Include credential AND discipline: e.g., Associate of Arts in English, Bachelor of Science in Physics, Certificate in Office Management, etc.

1.	
2.	
3.	
4.	
5.	There are more than 5 programs in submission → <input type="radio"/>

SUBMITTED

I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.

FOR OFFICE USE

SUBMITTING LIAISON or CEO NAME

EMAIL ADDRESS

Revised 04/07/2023

[Check for current version](#)

University of South Carolina - Columbia

Substantive Change Prospectus

Approval for Off-Campus Instructional Site by Limited Review

December 15, 2023

Douglas Donald Miles

Donald Miles
Executive Director and SACSCOC Liaison

Contact:

Donald Miles, Executive Director, SACSCOC Accreditation Liaison Office of Institutional Research,
Assessment, and Analytics
University of South Carolina
1710 College Street
Columbia, SC 29208
803 777-2814
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Clover High School Prospectus

List of Degrees and Major which the institution is authorized to grant: ([Appendix A](#))

List of Existing Approved Off-Campus Sites and their addresses: ([Appendix B](#))

I. Abstract

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the USC system is the largest university in the state, serving more than 50,000 students from its flagship Columbia campus, three comprehensive campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina Union, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to residents in its area. Its mission statement was approved by the University's Board of Trustees in October 2019:

https://sc.edu/about/system_and_campuses/union/about/mission_and_vision/index.php

To better serve constituents in nearby York County, USC Union seeks the establishment of an increase in credit hours beyond 29 at Clover High School. The physical address of this site is:

Clover High School
1625 State Hwy 55 E., Clover, SC 29710

Current course offerings at the site comprise less than 50% of courses applicable towards an associate degree, and SACSCOC was notified of this in December 13, 2018 and SACSCOC approved on April 22, 2019 ([Appendix C](#)) for offering 25-49% of the AA and AS programs at the site. Instructional methods employed for these courses consist of traditional in-class, on-site, and online instruction, with USC-approved faculty members teaching the classes.

Population growth and demographic changes within the target population have led to a demonstrated demand for additional courses at the site. To be able to meet its mission of serving these students, USC Union is requesting to offer more than 50% of an associate degree at the site. The site is expected to reach the 50% threshold in Fall 2024.

The Clover High School location is not intended to be a branch campus. This location is an off-campus instructional site. This is a one-time change for a site that will be ongoing.

II. Determination of the Need for Change/Relationship to Mission/Planning and Approvals for Change

A. Background

At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. USC Union offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

The University of South Carolina Union recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. Enrollment varies with community need but is expected to remain at approximately 1000 students. The University of South Carolina Union was established to encourage higher education in the counties of Chester, Cherokee, Fairfield, Laurens, Union, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

The institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other USC System institutions. USC Union also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at USC Union. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Union promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

USC Union emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

B. Assessment of Need and Program Planning/Approval

South Carolina adults are, by and large, undereducated. According to recent statistics (2017-2021), only 10% of South Carolinians between the ages of 18-24 have earned a bachelor's degree or higher, while only 29.8% of South Carolinians aged 25 and older have earned a bachelor's degree or higher. Both metrics rank lower than the national average.

<https://rfa.sc.gov/data-research/population-demographics/census-state-data-center/socioeconomic-data/educational-attainment-by-county-2016-2020> ([Appendix D](#))

York County's overall population grew by 4.3% from 2020 to 2022. During this same time span, the population of persons under 18 years of age grew by 23.3%. This growing population underscores the need for the site in York County and is the primary reason for the request to offer more than 50% of courses required for an associate degree at Clover High School, which the site will reach Spring 2025.

<https://www.census.gov/quickfacts/fact/table/yorkcountysouthcarolina,US,SC/EDU685221> ([Appendix E](#))

Expansion of these course offerings will enable USC Union to offer more options for high performing students who are identified as eligible to enroll in college programs. The expected enrollment for the Clover High School is expected to reach between 300-350 students.

III. Description of Change – Modification to Off-Campus Site

A. Courses

USC Union and its faculty offer courses in the following:

- Humanities
- Mathematics, Natural Sciences
- Business, Behavioral Sciences, Education

Course offerings at the Clover High School site were determined between the Academic and Student Affairs officials of USC Union and administrators from Clover High School. The schedule represents a pathway to completing either an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree, where much of the general education requirements necessary for eventual completion of a bachelor's degree at the University of South Carolina are included.

All courses scheduled for the 2024-2025 Year at Clover High School either meet specific requirements of the Carolina Core (the University of South Carolina's general education core for all baccalaureate degrees) or meet specific requirements for USC Union's associate degrees (which include the Carolina Core). The courses scheduled are:

2024-2025 Schedule (Tentative) 33 possible total credit hours

Course	Description	Notes/Comments	High School
ENGL 101: Critical Reading and Composition	Credits: 3 Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.	Carolina Core: CMW	Clover High School FA24
HIST 111: United States History to 1865	Credits: 3 A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.	Carolina Core: GHS Founding Documents: FND	Clover High School FA24
BIOL 243: Human Anatomy and Physiology I	Credits: 3 Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.	Carolina Core: SCI	Clover High School FA24
BIOL 243L: Human Anatomy and Physiology Laboratory	Credits: 1 The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week. Prerequisite or Corequisite: BIOL 243	Carolina Core: SCI	Clover High School FA24
PSYC 101: Introduction to Psychology	Credits: 3 An introduction to and survey of the basic concepts and findings within the field of psychology.	Carolina Core: GSS	Clover High School FA24
MATH 141: Calculus I	Credits: 4	Carolina Core: ARP	Clover High School

	<p>Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week.</p> <p>Prerequisites: C or better in MATH 112, MATH 115, or MATH 116, or placement through Precalculus version of the Mathematics Placement Test.</p>		FA24
ENGL 102: Rhetoric and Composition	<p>Credits: 3 Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.</p> <p>Prerequisites: C or better in ENGL 101 or equivalent credit.</p>	Carolina Core: CMW, INF	Clover High School SP25
HIST 112: United States History Since 1865	<p>Credits: 3 A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.</p>	Carolina Core: GHS	Clover High School SP25
BIOL 244: Human Anatomy and Physiology II	<p>Credits: 3 Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.</p> <p>Prerequisite: BIOL 243</p>	Carolina Core: SCI	Clover High School SP25

BIOL 244L: Human Anatomy and Physiology Laboratory	Credits: 1 A continuation of BIOL 243L. One three-hour laboratory per week. Corequisite: BIOL 244	Carolina Core: SCI	Clover High School SP25
CSCE 102: General Applications Programming	Credits: 3 Introduction to systematic computer problem-solving and programming for a variety of applications.	Carolina Core: ARP	Clover High School SP25
SOCY 101: Introductory Sociology	Credits: 3 An introduction to sociological facts and principles: an analysis of group-making processes and products.	Carolina Core: GSS	Clover High School SP25

**2025-2026 Schedule (Tentative):
30 possible credit hours**

Total for two-year cycle possible credit hours: 63

Course	Description	Notes/Comments	High School
PCAM 205: Foundations of Leadership	Credits: 3 This course combines leadership theory with practical application, equipping students with the knowledge and skills needed to work more effectively with people, become better leaders, and reach their professional goals.		Clover High School FA25
ARTH 105: History of Western Art I	Credits: 3 The visual arts from Paleolithic times to the Renaissance.	Carolina Core: AIU	Clover High School FA25
SPCH 145: Online Public Communication	Credits: 3 Introduction to theory and practice of live and recorded online spoken communication in public, social, and institutional contexts. Training in	Carolina Core: CMS, INF	Clover High School FA25

	invention, performance, and critical analysis of online spoken communication, including audience analysis, persuasion, delivery, and ethical engagement. Includes significant practice in preparing and presenting live online public communication.		
HIST 101: Eastern European Civilization from Ancient Times to the Mid-17 th Century	Credits:3 The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.	Carolina Core: GHS	Clover High School FA25
SPAN 109: Beginning Spanish I	Credits: 3 Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.	Carolina Core: GFL	Clover High School FA25
THEA 200: Understanding and Appreciation of Theatre	Credits: 3 An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.	Carolina Core: AIU	Clover High School SP26
POLI 201: American National Government	Credits: 3 The formation and development of the national government, its organization and powers. Overlay Course.	Carolina Core: GSS, VSR Founding Documents (FND)	Clover High School SP26
AFAM 201: Introduction to African American	Credits: 3 Introduction to the key debates, figures, and	Carolina Core: GSS	Clover High School SP26

Studies: Social and Historical Foundations	concepts that are fundamental to the interdisciplinary study of the historical, political, and social development of black life in America.		
HIST 102: European Civilization from the Mid-17 th Century	Credits: 3 European development and expansion from the mid-17th century to the present.	Carolina Core: GHS	Clover High School SP26
SPAN 110 Beginning Spanish II	Credits: 3 Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.	Carolina Core: GFL	Clover High School SP26

The 2024-2025 schedule of courses comprises 33 of the necessary 60 credit hours (55%) for the A.A or A.S. degree. Students completing these courses would cross over the “50% of degree” mark. The remaining credit hours would be taken in 2025-2026 to reach the minimum 60 credit hour requirement to earn the A.A. or A.S. degree.

Courses at this site will be offered during the Fall and Spring semesters and may vary slightly based on instructor availability. The intent currently is to offer more courses for the completion of an A.A. or A.S. degree at Clover High School.

B. Admissions

To maximize the chances for student success in this program, admissions requirements for acceptance into the Clover High School dual enrollment program are higher than they are for traditional freshmen and transfer students at the USC Union campus. These may be found in the Admissions section of the USC Union academic bulletin: <https://academicbulletins.sc.edu/union/admissions/> ([Appendix F](#))

C. Curriculum

The curriculum will include the courses listed in Section A, along with supplemental Carolina Core courses as necessary. A detailed overview may be found in the Academic Programs section of the USC Union Bulletin: <https://academicbulletins.sc.edu/union/academic-programs/> ([Appendix G](#))

- IV. Faculty Qualifications** – All faculty are vetted by the home disciplinary department at the University of South Carolina, Columbia. To be an instructor of record, they must hold a master’s degree and have completed 18 hours in the discipline above the undergraduate level.

The implementation of the Clover High School site does not have any more impact on the faculty workload, as faculty are hired specifically to teach courses offered at Clover High School and neighboring high schools without exceeding a normal teaching load of 4-4. Faculty teach anywhere from 1 to 4 courses in a semester depending on student need and current teaching schedule. There is office space provided for them to work during, before and/or after class instruction, hold office hours, and/or eat lunch. Faculty teaching at Clover High School do not teach overloads, nor are they required to be on the Union campus. The Director of Faculty, Curricula, and Courses visits classrooms during the semester and stays in contact with faculty to ensure their teaching needs are met. Please see [Appendix H](#) for the faculty roster containing information for those faculty teaching required coursework. The roster provided is for Fall 2023 and Spring 2024. The same faculty are expected to teach these courses in Fall 2024 and Spring 2025.

V. Library & Learning Resources

No new library resources will be needed to serve this new location. Library services for USC Union are provided by Union County Carnegie Library. The mission of the library is to “support the educational goals of the campus while adhering to the overall academic mission of the University.” Library information is readily available on the Union County Carnegie Library’s main page: <https://www.unionlibrary.org/> ([Appendix I](#))

The physical library is 53 minutes from Clover High School. Students have access to the USC Union digital databases and SCDiscus. They can request materials from PASCAL and Interlibrary Loan and place physical materials on hold at Union County Carnegie Library. Their pick-up location will be Union County Carnegie Library and they will need to come to the library to check materials out. Access to the library’s holdings is easily accessible off site. The library’s electronic card catalog is available here: https://pascal-uscun.primo.exlibrisgroup.com/discovery/search?vid=01PASCAL_USCUN:USCUN ([Appendix J](#))

Students are made aware of library and learning/information resources available to them during several orientation sessions (in presentation and distributed digital information), course syllabi, and individual course orientation.

VI. Student Support Services

USC Union provides numerous student support services which will be extended to students choosing to enroll at Clover High School. The following lists the services and offers a brief description:

Admissions: Services provided by the USC Union Office of Admissions are available to enrolled students at Clover High School. Admissions support services will be available on site at Clover High School as needed.

Academic Tutoring: All students have access to tutoring services through the Student Academic Success Center at USC Union. Sessions can be scheduled face to face or online with flexible hours to accommodate students' schedules. This service is described here: https://sc.edu/about/system_and_campuses/union/internal/current_students/student_academic_success_center/index.php (Appendix K)

Students also have access to 24/7 online tutoring through Brainfuse Tutoring: https://www.brainfuse.com/highed/home.asp?a_id=4DB13BBA&ss=&r (Appendix L)

Disability Services: Clover High School students will be served through our Disabilities Services Coordinator at USC Union. Registration for disability services takes place online here: https://sc.edu/about/system_and_campuses/union/internal/current_students/disability_services/ (Appendix M)

Accommodations are determined by the Office of Disability Services. Accommodations are approved on a case-by-case basis and are governed by the American with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. Site visits to Clover High School for consultations will be scheduled as necessary and accommodations will be provided on site as deemed appropriate.

Financial Aid Counseling/Veterans Affairs: The USC Union Office of Financial Aid will process and support students eligible for financial aid and other services (veteran and active duty) from the USC Union campus. Financial aid counseling and veteran support will be available at Clover High School as needed.

Personal Counseling: The USC Union campus has multiple mental health resources for students to utilize for free, ranging from assistance in moments of crisis to longer term routine mental health maintenance and care:

- MyGroup Student Assistance Program (SAP): This resource includes access to a variety of online support services and resources related to personal or school-related challenges and concerns.
- USC Union has a dedicated mental health provider from USC Columbia's Psychological Services Center for in-person, telephonic, or virtual counseling appointments for an unlimited number of free sessions throughout the school year.

Careers and Internships/Jobs Page: USC Union provides career services through the Student Academic Success Center. Resources include internship lists, career exploration resources, career-based workshops, and career fairs to assist students as they near completion of their degrees and begin the transition to their professional careers.

Bookstore: The USC Union campus bookstore is located on Main Street on USC Union campus. Students at high school sites may pre-order their textbooks through the bookstore website and books will be delivered to Clover High School for student pick up.

VII. Physical Resources

Clover High School has adequate physical resources to accommodate enrollments with room for growth.

The district has allocated enough classrooms to accommodate the USC Union courses. Each classroom is equipped with state-of-the-art technology to facilitate instruction with minimal to no additional equipment requirements from USC Union.

Being that the program is occupying an existing educational facility, all basic infrastructure needs are met. Although no major equipment purchases are anticipated to get the program off the ground, small items may be obtained to support individual disciplines as the program evolves. Such small items might include laptop computers, printers, projectors, screens, document cameras, and consumable items such as dry erase markers, copy/printer paper, and other incidental office supplies. Small purchases will be absorbed into the proposed budget for this site and other existing campus budgets such as the IT budget. As enrollments and space requirements grow, unique needs such as supplies for art classes or science classes will be identified and added to the annual operating budget.

The Clover High School location will not have a substantive impact on existing programs and services.

VIII. Financial Support– (Appendix N)

The financial sources for expanding from 25%-49% to more than 50% of the programs are provided for directly from tuition funding. The projected revenue is based on the current High School Lottery Tuition Assistance Program (HSLTAP) rate of \$80/credit hour and anticipated student enrollment. Tuition revenues are expected to increase as more students take advantage of the opportunity to complete more than 50% of the program at Clover High School. Revenues could potentially reach \$660,000 annually with program administration, faculty, and staff salary expenditures totaling as much as \$642,000 annually. There are not any budget resources directed to institutions or organizations for contractual or support services for the Clover High School location.

IX. Institutional Evaluation & Assessment Processes

Assessment of all academic courses is done through course evaluations, onsite observations, and through the University of South Carolina Assessment procedure. For courses which meet Carolina Core requirements, assessment is coordinated through the office of Palmetto College, which prepares an annual assessment report.

Course evaluations address topics such as quality of instruction, adequacy of facilities, adequacy of library resources, technology, and faculty availability (outside of class time).

Learning outcomes for students enrolled at USC Union who take courses at the Clover High School site are included in the annual assessment reports for all Associate Degree programs.

Student learning outcomes assessment is a university priority and responsibility. Specifically, university policy ACAF 3.0 ([Appendix O](#)). In order to maintain compliance with SACSCOC's Teaching and Learning standards, the University of South Carolina requires that every degree program draft student learning outcomes and establish ways to evaluate students' performance on those outcomes. These responsibilities are primarily borne by program faculty because faculty are the experts in their disciplines and know best how to evaluate student mastery of program learning outcomes. The mechanisms each program has in place to respond to students' performance constitutes an "assessment plan." USC's degree program assessment approach employs a coordinated and carefully designed set of processes and tools used by those responsible for assessment to submit, review, store, and access academic program assessment plans and reports. Quality assurance procedures are built into the process at the institutional level to ensure data integrity and appropriate responses to student performance on learning outcomes by program administrators. The University's Office of Institutional Research, Assessment, and Analytics (OIRAA) serves in a quality assurance capacity by reviewing and providing feedback on all degree program assessment plans in accordance with SACSCOC standards.

X. Contingency Plan

The majority of the resources for the AA and AS program at Clover High School location are already in place. Enrollment projections are very conservative based on anticipated demand. The University does not need to hire new faculty to support this location. Existing faculty will be able to support the needs of the site. Therefore, in the event that enrollment numbers decline the University has the ability to scale back on the number of sections that are offered at the location.

Appendix A

University of South Carolina -Columbia
Programs with CIP Codes

College	Degree	CIP Code	Program Description	Major
Arts and Sciences	BA	50201	AS African-American Studies	African American Studies
Arts and Sciences	BA	450201	AS Anthropology	Anthropology
Arts and Sciences	MA	450201	AS Anthropology	Anthropology
Arts and Sciences	PhD	450201	AS Anthropology	Anthropology
Arts and Sciences	BS	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	MS	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	PhD	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	BS	260210	AS Biochem and Molecular Biol	Biochemistry and Molecular Biology
Arts and Sciences	BS	400501	AS Chemistry	Chemistry
Arts and Sciences	BSC	400501	AS Chemistry	Chemistry
Arts and Sciences	MS	400501	AS Chemistry	Chemistry
Arts and Sciences	PhD	400501	AS Chemistry	Chemistry
Arts and Sciences	BA	430103	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	MA	430103	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	PhD	450401	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	BS	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	MS	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	PhD	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	BS	261302	AS Marine Science	Marine Science
Arts and Sciences	MS	261302	AS Marine Science	Marine Science
Arts and Sciences	PhD	261302	AS Marine Science	Marine Science
Arts and Sciences	BA	450601	AS Economics	Economics
Arts and Sciences	BS	450601	AS Economics	Economics
Arts and Sciences	BA	230101	AS English	English
Arts and Sciences	MA	230101	AS English	English
Arts and Sciences	MFA	231302	AS Creative Writing	Creative Writing
Arts and Sciences	PhD	230101	AS English	English
Arts and Sciences	BS	30104	AS Environmental Science	Environmental Science
Arts and Sciences	BA	30103	AS Environmental Studies	Environmental Studies
Arts and Sciences	MEERM	4601	AS Earth and Envr Res Mgmt	Earth and Environmental Resources Management
Arts and Sciences	BA	5601	AS Film and Media Studies	Film and Media Studies
Arts and Sciences	BA	450701	AS Geography	Geography
Arts and Sciences	BS	450701	AS Geography	Geography
Arts and Sciences	MA	450701	AS Geography	Geography
Arts and Sciences	MS	450701	AS Geography	Geography

**University of South Carolina -Columbia
Programs with CIP Codes**

Arts and Sciences	PhD	450701	AS Geography	Geography
Arts and Sciences	BA	50199	AS Global Studies	Global Studies
Arts and Sciences	BA	540101	AS History	History
Arts and Sciences	MA	540101	AS History	History
Arts and Sciences	MA	540105	AS History	Public History
Arts and Sciences	PhD	540101	AS History	History
Arts and Sciences	BS	430404	AS Cyber Intelligence	Cyber Intelligence
Arts and Sciences	BAIS (A&S)	240101	AS Interdisciplinary Studies	Interdisciplinary Studies
Arts and Sciences	BSIS (A&S)	240101	AS Interdisciplinary Studies	Interdisciplinary Studies
Arts and Sciences	BS	510901	AS Cardiovascular Technology	Cardiovascular Technology
Arts and Sciences	MAT	409999	ID Sciences	Sciences, Teacher Education
Arts and Sciences	MAT	459999	ID Social Studies	Social Studies, Teacher Education
Arts and Sciences	MAT	230101	ID English	English, Teacher Education
Arts and Sciences	MAT	270101	ID Mathematics	Mathematics, Teacher Education
Arts and Sciences	MAT	500501	ID Theatre	Theatre, Teacher Education
Arts and Sciences	MAT	160101	ID Foreign Languages	Foreign Languages, Teacher Education
Arts and Sciences	PhD	160104	AS Comparative Literature	Comparative Literature
Arts and Sciences	PhD	160905	AS Spanish	Spanish
Arts and Sciences	MA	160101	AS Languages, Literatures and Cultures	Langagues, Literatures and Cultures
Arts and Sciences	BA	160101	AS Languages, Literatures and Cultures	Langagues, Literatures and Cultures
Arts and Sciences	MA	160102	AS Linguistics	Linguistics
Arts and Sciences	PhD	160102	AS Linguistics	Linguistics
Arts and Sciences	BS	270101	AS Mathematics	Mathematics
Arts and Sciences	MA	270101	AS Mathematics	Mathematics
Arts and Sciences	MMath	270101	AS Mathematics	Mathematics
Arts and Sciences	MS	270101	AS Mathematics	Mathematics
Arts and Sciences	PhD	270101	AS Mathematics	Mathematics
Arts and Sciences	BS	261501	AS Neuroscience	Neuroscience
Arts and Sciences	BA	380101	AS Philosophy	Philosophy
Arts and Sciences	MA	380101	AS Philosophy	Philosophy
Arts and Sciences	PhD	380101	AS Philosophy	Philosophy
Arts and Sciences	BS	400801	AS Physics	Physics
Arts and Sciences	MS	400801	AS Physics	Physics
Arts and Sciences	PhD	400801	AS Physics	Physics
Arts and Sciences	BA	450901	AS International Studies	International Studies
Arts and Sciences	BA	451001	AS Political Science	Political Science
Arts and Sciences	MA	450901	AS International Studies	International Studies

**University of South Carolina -Columbia
Programs with CIP Codes**

Arts and Sciences	MA	451001	AS Political Science	Political Science
Arts and Sciences	MPA	440401	AS Public Administration	Public Administration
Arts and Sciences	PhD	451001	AS Political Science	Political Science
Arts and Sciences	BA	422704	AS Expermntl Psychology	Psychology
Arts and Sciences	BS	422704	AS Expermntl Psychology	Psychology
Arts and Sciences	MA	422704	AS Expermntl Psychology	Experimental Psychology
Arts and Sciences	MA	422801	AS Psychology	Psychology
Arts and Sciences	MA	422805	AS School Psychology	School Psychology
Arts and Sciences	PhD	420101	AS Psychology	Psychology
Arts and Sciences	BA	380201	AS Religious Studies	Religious Studies
Arts and Sciences	BA	500703	AS Art History	Art History
Arts and Sciences	BA	500702	AS Art Studio	Art Studio
Arts and Sciences	BA	500699	AS Media Arts	Media Arts
Arts and Sciences	BFA	131302	AS Art Education	Art Education
Arts and Sciences	BFA	500702	AS Art Studio	Art Studio
Arts and Sciences	MA	500703	AS Art History	Art History
Arts and Sciences	MA	131302	AS Art	Art Education
Arts and Sciences	MA	500702	AS Art Studio	Art Studio
Arts and Sciences	MA	500699	AS Media Arts	Media Arts
Arts and Sciences	MFA	500702	AS Art Studio	Art Studio
Arts and Sciences	BA	451101	AS Sociology	Sociology
Arts and Sciences	BS	451101	AS Sociology	Sociology
Arts and Sciences	MA	451101	AS Sociology	Sociology
Arts and Sciences	PhD	451101	AS Sociology	Sociology
Arts and Sciences	BS	270501	AS Statistics	Statistics
Arts and Sciences	MAS	270601	AS Applied Statistics	Applied Statistics
Arts and Sciences	MS	270501	AS Statistics	Statistics
Arts and Sciences	PhD	270501	AS Statistics	Statistics
Arts and Sciences	BA	500301	AS Dance	Dance
Arts and Sciences	BA	500501	AS Theatre	Theatre
Arts and Sciences	MA	500501	AS Theatre	Theatre
Arts and Sciences	MFA	500501	AS Theatre	Theatre
Arts and Sciences	BA	50207	AS Women's and Gender Studies	Women's and Gender Studies
Business	BSBA	520301	BA Accounting	Accounting
Business	BSBA	520601	BA Business Economics	Business Economics
Business	BSBA	520801	BA Finance	Finance
Business	BSBA	521701	BA Risk Mgmt and Insurance	Risk Management and Insurance

**University of South Carolina -Columbia
Programs with CIP Codes**

Business	BSBA	521101	BA International Business	International Business
Business	BSBA	520201	BA Management	Management
Business	BSBA	521301	BA Operations and Supply Chain	Operations Supply Chain
Business	BSBA	521401	BA Marketing	Marketing
Business	BSBA	521501	BA Real Estate	Real Estate
Business	EIMBA	521101	BA Intenational Business	Executive International Master of Business Administration
Business	IMBA	521101	BA International Business	International Business
Business	PMBA	521101	BA Business Administration	Professional Master of Business Administration
Business	OMBA	520101	BA Business Administration	One-Year Master of Business Administration
Business	MA	450601	BA Economics	Economics
Business	MACC	520301	BA Accounting	Accountancy
Business	MHR	521001	BA Human Resources	Human Resources
Business	MIB	521101	BA International Business	International Business
Business	MS	520201	BA Business Administration	Business Administration
Business	PhD	520201	BA Business Admin	Business Administration
Business	MS	521302	BA Business Analytics	Business Analytics
Business	PhD	450601	BA Economics	Economics
Education	EdS	130401	ED Educal Admin	Education Administration
Education	MEd	130401	ED Educal Admin	Education Administration
Education	MEd	131102	ED Higher Ed and Studnt Affrs	Higher Education and Student Affairs
Education	PhD	130401	ED Educal Admin	Education Administration
Education	EdS	131101	ED Counselor Educ	Counselor Education
Education	PhD	131101	ED Counselor Educ	Counselor Education
Education	MEd	130601	ED Educal Psych and Res	Educational Psychology and Research
Education	MEd	422814	ED Applied Behavior Analysis	Applied Behavior Analysis
Education	PhD	130601	ED Educal Psych and Res	Educational Psychology and Research
Education	PhD	130901	ED Foundations of Educ	Foundations of Education
Education	MAT	131001	ID Special Education	Special Education
Education	MAT	131312	ID Music Educ	Music Education
Education	MEd	131001	ED Special Educ	Special Education
Education	PhD	131001	ED Special Educ	Special Education
Education	BA	131210	ED Early Childhood Educ	Early Childhood Education
Education	MEd	131210	ED Early Childhood Educ	Early Childhood Education
Education	BA	131202	ED Elementary Education	Elementary Education
Education	MAT	131202	ID Elementary Educ	Elementary Education
Education	BA	131203	ED Middle Level Educ	Middle Level Education
Education	BS	131203	ED Middle Level Educ	Middle Level Education

**University of South Carolina -Columbia
Programs with CIP Codes**

Education	MT	131205	ED Secondary Educ	Secondary Teacher Education
Education	MAT	131302	ID Art Education	Art Education (P-12 Certification)
Education	EdD	139999	ED Educational Practice and Innovation	Educational Practice and Innovation
Education	PhD	131315	ED Language and Literacy	Language and Literacy
Education	MEd	131315	ED Language and Literacy	Language and Literacy
Education	MEd	130101	ED Teaching	Teaching
Education	PhD	130101	ED Teaching and Learning	Teaching and Learning
Education	BSPE	131314	ED Physical Educ	Physical Education
Education	MAT	131314	ID Physical Educ	Physical Education, Teacher Education
Education	PhD	131314	ED Physical Educ	Physical Education
Education	MS	131314	ED Adapted Physical Education	Adapted Physical Education
Education	MEd	130501	ED Learning Design and Technologies	Learning Design and Technologies
Engineering	BS	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	ME	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	MS	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	PhD	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	BSE	140701	EN Chemical Engineering	Chemical Engineering
Engineering	ME	140701	EN Chemical Engineering	Chemical Engineering
Engineering	MS	140701	EN Chemical Engineering	Chemical Engineering
Engineering	PhD	140701	EN Chemical Engineering	Chemical Engineering
Engineering	BSE	140801	EN Civil Engineering	Civil Engineering
Engineering	ME	140801	EN Civil Engineering	Civil Engineering
Engineering	MS	140801	EN Civil Engineering	Civil Engineering
Engineering	PhD	140801	EN Civil Engineering	Civil Engineering
Engineering	BS	110103	EN Integrated Info Technology	Integrated Information Technology
Engineering	MHIT	512706	EN Health Info Technology	Health Information Technology
Engineering	BS	110101	EN Computer Info Systms	Computer Information Systems
Engineering	BSCS	110101	EN Computer Science	Computer Science
Engineering	BSE	140901	EN Computer Engineering	Computer Engineering
Engineering	MS	110701	EN Computer Science	Computer Science
Engineering	MS	140901	EN Computer Engineering	Computer Engineering
Engineering	MS	151501	EN Engineering Mangement	Engineering Management
Engineering	MS	520701	EN Tech Innv Entrepreneurial	Technology Innovation and Entrepreneurial Engineering
Engineering	PhD	110701	EN Computer Science	Computer Science
Engineering	PhD	140901	EN Computer Engineering	Computer Engineering
Engineering	BSE	141001	EN Electrical Engineering	Electrical Engineering
Engineering	ME	141001	EN Electrical Engineering	Electrical Engineering

**University of South Carolina -Columbia
Programs with CIP Codes**

Engineering	MS	141001	EN Electrical Engineering	Electrical Engineering
Engineering	PhD	141001	EN Electrical Engineering	Electrical Engineering
Engineering	BSE	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	ME	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	MS	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	BSE	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	ME	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	MS	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	PhD	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	ME	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	MS	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	PhD	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	PhD	110104	EN Informatics	Informatics
SC Honors College	BarSc	240199	HC Interdisciplinary Studies	Interdisciplinary Studies
HRSM	BS	520901	HM Hospitality Mgmt	Hospitality Management
HRSM	BS	520903	HM Tourism Management	Tourism Management
HRSM	MIHTM	520901	HM Intl Hosptlty & Toursm Mgmt	International Hospitality and Tourism Management
HRSM	PhD	520901	HM Hospitallty Management	Hospitality Management
HRSM	BAIS (HRSM)	240101	BA Interdisciplinary Studies	Interdisciplinary Studies
HRSM	BS	521803	HM Retailing	Retailing
HRSM	MR	521803	HM Retailing	Retailing
HRSM	BS	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
HRSM	MSEM	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
HRSM	PhD	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
Information and Communications	BAJMC	90903	IC Advertising	Advertising
Information and Communications	BAJMC	90402	IC Broadcast Journalism	Broadcast Journalism
Information and Communications	BAJMC	90401	IC Journalism	Journalism
Information and Communications	BAJMC	90102	IC Mass Communications	Mass Communications
Information and Communications	BAJMC	90902	IC Public Relations	Public Relations
Information and Communications	BAJMC	90702	IC Visual Communications	Visual Communications
Information and Communications	MA	90401	IC Journalism	Journalism
Information and Communications	MMC	90401	IC Journalism	(Journalism and) Mass Communications
Information and Communications	PhD	90102	IC Mass Communications	(Journalism and) Mass Communications
Information and Communications	BS	110401	IC Information Science	Information Science
Information and Communications	SLIS	250101	IC Libr and Info Science	Library and Information Science (Teacher Ed)
Information and Communications	SLIS	250101	IC Libr and Info Science	Library and Information Science
Information and Communications	MLIS	250101	IC Libr and Info Science	Library and Information Science

**University of South Carolina -Columbia
Programs with CIP Codes**

Information and Communications	PhD	250101	IC Libr and Info Science	Library and Information Science
Information and Communications	MS	307199	IC Data and Communication	Data and Communication
Law School	MSL	510717	LW Law	Health Systems Law
Law School	JD	220101	LW Law	Law
Medicine	MS	260102	MD Biomedical Science	Biomedical Sciences
Medicine	PhD	260102	MD Biomedical Science	Biomedical Sciences
Medicine	MRC	512399	MD Counseling and Rehanbilitation	Counseling and Rehabilitation
Medicine	MNA	513804	MD Nurse Anesthesia	Nurse Anesthesia
Medicine	MS	260806	MD Genetic Counseling	Genetic Counseling
Medicine	MS	510912	MD Physician Assistant Studies	Physician Assistant Studies
Medicine	MD	511201	MD Medicine	Medicine
Medicine	DNAP	513804	MD Nurse Anesthesia	Nurse Anesthesia
Music	BA	500901	MU Music	Music
Music	BM	500901	MU Music	Music
Music	DMA	500906	MU Conducting	Conducting
Music	DMA	500904	MU Music Composition	Music Composition
Music	DMA	500903	MU Music Performance	Music Performance
Music	DMA	500999	MU Piano Pedagogy	Piano Pedagogy
Music	MM	500901	MU Music	Music
Music	MM	500903	MU Music Performance	Music
Music	MMEd	131312	MU Music Education	Music Education
Music	PhD	131312	MU Music Education	Music Education
Music	BS	501003	MU Music Industry Studies	Music Industry Studies
Nursing	BSN	513801	NR Nursing	Nursing-Generic
Nursing	BSN	513801	NR Nursing - R.N.	Nursing - BSN Completion (RN to BSN)
Nursing	DNP	513818	NR Nursing Practice	Nursing Practice
Nursing	MSN	513801	NR - Entry to Practice Nursing	Entry to Practice of Nursing (MEPN)
Nursing	MSN	513805	NR Family Nurse Practitioner	Family Nurse Practitioner
Nursing	MSN	513810	NR Psych/Mntl Hlth Nrse Pract	Psychiatric/Mental Health Nurse Practitioner
Nursing	MSN	513814	NR Adlt Ger Acte Care Nrs Prac	Adult Gerontology Acute Care Nurse Practitioner
Nursing	MSN	513802	NR Nursing Adminisration	Nursing Administration
Nursing	MSN	513899	NR - Nursing Informatics	Nursing Informatics
Nursing	PhD	513808	NR Nursing Science	Nursing Science
Public Health	BA	512299	PH Public Health	Public Health
Public Health	BS	512299	PH Public Health	Public Health
Public Health	MS	510203	PH Speech Pathology	Speech-Language Patholgoy
Public Health	PhD	510204	PH Comm Sci & Disorders	Communication Sciences and Disorders

**University of South Carolina -Columbia
Programs with CIP Codes**

Public Health	MPH	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	MS	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	PhD	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	MPH	261102	PH Biostatistics	Biostatistics
Public Health	MPH	261309	PH Epidemiology	Epidemiology
Public Health	MS	261102	PH Biostatistics	Biostatistics
Public Health	MS	261309	PH Epidemiology	Epidemiology
Public Health	PhD	261102	PH Biostatistics	Biostatistics
Public Health	PhD	261309	PH Epidemiology	Epidemiology
Public Health	BS	260908	PH Exercise Science	Exercise Science
Public Health	MS	510913	PH Athletic Training	Athletic Training
Public Health	MS	510913	PH Adv Athletic Training	Advanced Athletic Training
Public Health	MS	260908	PH Exercise Science	Exercise Science
Public Health	PhD	260908	PH Exercise Science	Exercise Science
Public Health	MPH	512201	PH Exercise Science	Physical Activity and Public Health
Public Health	DPT	512308	PH Physical Therapy	Physical Therapy
Public Health	MPH	512207	PH Hlth Promo, Educ and Beh	Health Promotion, Education, and Behavior
Public Health	PhD	512207	PH Public Health Educ & Promotion	Health Promotion, Education, and Behavior
Public Health	MHA	510702	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Public Health	MPH	512201	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Public Health	PhD	512201	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Palmetto Programs	AA	240101	Ft. Jackson Military-General	Liberal Arts and Sciences
Palmetto Programs	AS	240101	Ft. Jackson Military-General	Liberal Arts and Sciences
Palmetto Programs	BA	520206	PP Organizational Leadership	Organizational Leadership (Regional Campuses)
Palmetto Programs	BA	240101	PP Liberal Studies	Liberal Studies (Regional Campuses)
Pharmacy	BS	512099	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	MS	512003	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	PhD	512003	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	PharmD	512001	PR Pharmacy - PharmD	Pharmacy
Social Work	BSW	440701	SW Social Work	Social Work
Social Work	MSW	440701	SW Social Work	Social Work
Social Work	PhD	440701	SW Social Work	Social Work
USC Lancaster	AA	240101	AA Associate in Arts	Associate in Arts
USC Lancaster	AS	240101	AS Associate in Science	Associate in Science
USC Lancaster	ASCCJ	430103	ASCJ Associate in Science Criminal Justice	Criminal Justice
USC Salkehatchie	AA	240101	AA Associate in Arts	Associate in Arts
USC Salkehatchie	AS	240101	AS Associate in Science	Associate in Science

University of South Carolina -Columbia
Programs with CIP Codes

USC Sumter	AA	240101	AA Associate in Arts	Associate in Arts
USC Sumter	AS	240101	AS Associate in Science	Associate in Science
USC Union	AA	240101	AA Associate in Arts	Associate in Arts
USC Union	AS	240101	AS Associate in Science	Associate in Science

Appendix B

List of Existing Approved Off-Campus Sites and Addresses

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Lancaster	476 Hubbard Drive, Lancaster. SC 29720	March 15, 2012		AA, AS	Yes
Beaufort	801 Carteret Street, Beaufort SC 29720	March 15, 2012		Master of Arts in Teaching in Elementary Education	Yes
Aiken	Savannah River Site, Building 703 41 A, Aiken, SC 29808	March 15, 2012		Master of Environmental & Earth Resource Management	Yes
Greenville- University Center	225 S. Pleasantburg Drive, Greenville, SC 29607	March 15, 2012		Master of Social Work	Yes
Charleston- Lowcountry Graduate Center	5300 International Boulevard, #100, N. Charleston, SC 29418	March 15, 2012		Master of Public Administration	Yes
Charlotte	200 South College Street, Suite 110, Charlotte, NC 28202	March 15, 2012		PMBA	Yes
Greenville	Greenville Hospital System, 701 Grove Road, Greenville, SC 29605	March 15, 2012		MD	Yes
USC Laurens Site	507 North Harper Street, Suite L, Laurens, SC 29360	June, 25, 2015		AA, AS	Yes

McLeod Regional Medical Center (Clinical Site)	555 East Cheves Street, Florence, SC 29506	July 7, 2015		MD	Yes
Carolinas Hospital System (Clinical Site)	805 Pamplico Highway, Florence, SC 29596	July 7, 2015		MD	Yes
Instituto Tecnologic y de Estudios Superiores de Monterrey	Campus Guadalajara Colonia Nuevo Mexico Guadalajara 45140	2006	01/02/2007	M.B.A., EIMBA (DMSB)	Yes
Kangnam University	104 Galwon Dong Young San Gu Seoul Korea	1992	07/24/2000	M.S.W (SOWK)	Yes
Medical Dental Education Institute	1318-8 SEO-CHO GU Montessori Building 3F Seoul South Korea	2006	01/02/2007	DrPh Health Services (ASPH), PB Cert Drug and Addiction (SOWK)	ASPH terminated DrPH Health Services Spring 2018; Yes, Social Work is active
Salkehatchie	P.O. Box 617 Allendale SC 29810	1965	12/03/1991	AA, AS	Yes
Sumter	200 Miller Road Sumter SC 29150-2498	1973	12/03/1991	AA, AS	Yes
Union	309 East Academy Street Union, SC 29379	1965	12/05/1991	AA, AS	Yes
Moore School of Business Greenville Classroom	201 Riverplace, Suite 300 Greenville, SC 29601	11/08/2018	11/08/2018	PMBA	Yes
Moore School of Business Charleston Classroom	151 Market Street Charleston, SC 29401	11/08/2018	11/08/2018	PMBA	Yes
BB&T Center	200 South College Street, Suite 110 Charleston, NC 28202	11/08/2018	11/08/2018	PMBA	Yes
Indian Land Site	8063 River Road Fort Mill, SC 29707	04/26/2019	04/26/2019	AA, AS, ASN	Yes

Marine Corps Air Station (MCAS)	Building 596 Geiger Boulevard MCAS Beaufort, SC 29904	04/12/2019	04/12/2019	PMBA	Yes
Marine Corps Recruit Depot Parris Island	Building 923 355 Chosin Reservoir Road MCRD Parris Island, SC 29905	04/12/2019	04/12/2019	PMBA	Yes
Ridgeview High School	4801 Hard Scrabble Road, Columbia, SC 20229	12/06/2019	01/06/2020	AA, AS	Yes
Fort Jackson Education Services Center	4600 Strom Thurmond Boulevard, Fort Jackson, SC 29207	12/2/2019	8/3/2020	AA, AS	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	12/17/2019	8/3/2020	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Exercise Science	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	2/5/2021	1/1/2021	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Sport and Entertainment Management	Yes
River Bluff High School	320 Corley Mill Road, Lexington, SC 29072	3/31/23	8/1/2022	AA, AS	Yes

Appendix C



RECEIVED APR 25 2019

April 22, 2019

Dr. Joan T.A. Gabel
Executive Vice President of
Academic Affairs and Provost
University of South Carolina - Columbia
206 Osborne Administration Building
Columbia, SC 29208

Dear Dr. Gabel:

Thank you for your letter of December 13, 2018, notifying the Commission of the addition of 28 off-campus instructional sites, effective spring 2019. The new sites are:

- Army Continuing Education Services Center, 4600 Strom Thurmond Boulevard, Fort Jackson, SC 29207
- Barnwell High School, 474 Jackson Street, Barnwell, SC 29812
- Blythewood High School, 0901 Wilson Boulevard, Blythewood, SC 29016
- Camden Military Academy, 520 Highway 1 North, Camden, SC 29020
- Central High School, 200 Zion Church Road, Pageland, SC 29728
- Cheraw High School, 649 Chesterfield Highway, Cheraw, SC 29520
- Chester Senior High School, 1330 J.A. Bypass, Chester, SC 29706
- Chesterfield High School, 401 N. Page Street, Chesterfield, SC 29709
- Clinton High School, 18132 Highway 72 E., Clinton, SC 29325
- Clover High School, 1625 State Highway 55 E., Clover, SC 29710
- Colleton County High School, 150 Cougar Nation Drive, Waterboro, SC 29488
- Gilbert High School, 840 Main Street, Gilbert, SC 29054
- Gray Collegiate Academy, 3833 Leaphart Road, West Columbia, SC 29169
- Great Falls High School, 411 Sunset Avenue, Great Falls, SC 29005
- Laurens Academy, 3515 SC-49, Laurens, SC 29360
- Laurens High School, 5058 U.S.-76, Laurens, SC 29360
- Lewisville High School, 3971 Lewisville High School Road, Richburg, SC 29729
- Lexington High School, 2463 Augusta Highway, Lexington, SC 29072
- Lexington Middle School, 702 N. Lake Drive, Lexington, SC 29072
- Mayo High School, 405 Chestnut Street, Darlington, SC 29532
- McBee High School, 264 E. Pine Avenue, McBee, SC 29101
- Oceanside Collegiate Academy, 580 Fison Road, Mt. Pleasant, SC 294466
- Pelion High School, 600 Lydia Drive, Pelion, SC 29123
- Richland Two Institute of Innovation, 763 Fashion Drive, Columbia, SC 29229
- River Bluff High School, 320 Corley Mill Road, Lexington, SC 29072
- Shaw AFB Education Center, 398 Shaw Drive, Shaw AFB, SC 29152
- White Knoll High School, 5643 Platt Springs Road, Lexington, SC 29073
- York Preparatory Academy, 1047 Golden Gate Court, Rock Hill, SC 29732



Page 2
Dr. Gabel
April 22, 2019

Your letter states that these sites will provide between 25-49 percent of the coursework leading to an Associate of Arts or Associate of Science degree. The courses will be delivered as part of a dual enrollment arrangement. Please be aware, when the institution begins to offer 50% or more of the credit for at least one program at an off-campus instructional site, a prospectus for approval of the site should be submitted prior to reaching the 50% threshold at the site. As a reminder, the 50% threshold requiring approval applies to any program offered by the institution; i.e., certificate, diploma, and degree programs. The due dates for submission of a prospectus are:

- January 1 for sites reaching the 50% threshold as of July 1 of the current year *or*
- July 1 for sites reaching the 50% threshold as of January 1 of the following year.

The required elements and submission dates for a prospectus may be found in Appendix B of the *Substantive Change for SACSCOC Accredited Institutions* policy available on our website, www.sacscoc.org. Should you need assistance, please contact Dr. Linda Thomas-Glover at 404-679-4501, ext. 4558, or via email at lthomas-glover@sacscoc.org.

The Commission accepts notification of the 28 off-campus instructional sites referenced above.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin W. Sightler", with a long horizontal flourish extending to the right.

Kevin W. Sightler, Ph.D.
Director of Substantive Change

KWS/SKO:efk

cc: Dr. Harris Pastides, President
Mr. Donald D. Miles, Director of Institutional Effectiveness and Accreditation
Dr. Linda Thomas-Glover

Appendix D

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EDUCATIONAL ATTAINMENT FOR THE POPULATION AGE 18 & OLDER BY COUNTY

County	Count/ Percent of Population	Population 18 to 24 years	Population age 18 to 24 years Less than high school graduate	Population age 18 to 24 -High school graduate or higher	Population age 18 to 24 -Bachelor's degree or higher	Population age 25 and older	Population age 25 and older - Less than high school graduate
South Carolina	Count	461,929	57,518	404,411	47,971	3,507,171	393,448
	Percent	(X)	12.50%	87.60%	10.40%	(X)	11.20%
Abbeville	Count	2,298	417	1,881	79	17,124	2,790
	Percent	(X)	18.10%	81.90%	3.40%	(X)	16.30%
Aiken	Count	12,995	1,641	11,354	1,251	118,532	12,692
	Percent	(X)	12.60%	87.30%	9.60%	(X)	10.70%
Allendale	Count	797	328	469	0	5,881	1,400
	Percent	(X)	41.20%	58.90%	0.00%	(X)	23.80%
Anderson	Count	16,594	2,318	14,276	1,210	139,287	19,741
	Percent	(X)	14.00%	86.10%	7.30%	(X)	14.10%
Bamberg	Count	1,826	223	1,603	13	8,993	2,017
	Percent	(X)	12.20%	87.80%	0.70%	(X)	22.50%
Barnwell	Count	1,914	390	1,524	270	13,924	2,584
	Percent	(X)	20.40%	79.60%	14.10%	(X)	18.60%
Beaufort	Count	16,352	1,945	14,407	967	135,181	8,925
	Percent	(X)	11.90%	88.10%	5.90%	(X)	6.60%
Berkeley	Count	20,573	2,390	18,183	2,842	150,410	15,692
	Percent	(X)	11.60%	88.40%	13.80%	(X)	10.40%
Calhoun	Count	1,067	53	1,014	83	10,410	1,452
	Percent	(X)	5.00%	95.00%	7.80%	(X)	14.00%
Charleston	Count	35,103	3,569	31,534	6,740	290,167	20,645
	Percent	(X)	10.20%	89.80%	19.20%	(X)	7.20%
Cherokee	Count	5,143	913	4,230	366	38,100	6,349
	Percent	(X)	17.80%	82.20%	7.10%	(X)	16.60%
Chester	Count	2,444	377	2,067	158	22,528	3,471
	Percent	(X)	15.40%	84.60%	6.50%	(X)	15.40%
Chesterfield	Count	3,428	676	2,752	153	30,531	6,092
	Percent	(X)	19.70%	80.40%	4.50%	(X)	20.00%
Clarendon	Count	2,726	578	2,148	85	22,801	4,612
	Percent	(X)	21.20%	78.80%	3.10%	(X)	20.20%
Colleton	Count	2,899	550	2,349	196	26,943	3,781
	Percent	(X)	19.00%	81.00%	6.80%	(X)	14.00%
Darlington	Count	5,368	1,048	4,320	512	43,866	6,664
	Percent	(X)	19.50%	80.50%	9.50%	(X)	15.20%
Dillon	Count	2,350	309	2,041	28	18,926	4,024
	Percent	(X)	13.10%	86.80%	1.20%	(X)	21.30%
Dorchester	Count	12,597	2,150	10,447	898	108,360	10,360
	Percent	(X)	17.10%	82.90%	7.10%	(X)	9.50%
Edgefield	Count	2,391	414	1,977	65	18,911	3,392
	Percent	(X)	17.30%	82.70%	2.70%	(X)	18.00%
Fairfield	Count	1,755	245	1,510	252	15,441	2,389
	Percent	(X)	14.00%	86.10%	14.40%	(X)	15.40%
Florence	Count	11,664	1,633	10,031	1,132	92,904	12,731
	Percent	(X)	14.00%	86.00%	9.70%	(X)	13.70%
Georgetown	Count	4,436	963	3,473	138	47,207	4,860
	Percent	(X)	21.70%	78.30%	3.10%	(X)	10.30%

Greenville	Count	44,667	5,668	38,999	6,372	354,269	36,661
	Percent	(X)	12.70%	87.30%	14.30%	(X)	10.30%
Greenwood	Count	6,585	679	5,906	352	46,943	6,582
	Percent	(X)	10.30%	89.60%	5.30%	(X)	14.00%
Hampton	Count	1,668	324	1,344	10	13,392	2,481
	Percent	(X)	19.40%	80.50%	0.60%	(X)	18.60%
Horry	Count	24,338	2,689	21,649	1,966	258,793	23,048
	Percent	(X)	11.00%	89.00%	8.10%	(X)	8.90%
Jasper	Count	2,379	579	1,800	275	20,352	2,284
	Percent	(X)	24.30%	75.70%	11.60%	(X)	11.20%
Kershaw	Count	4,486	724	3,762	301	45,386	4,643
	Percent	(X)	16.10%	83.90%	6.70%	(X)	10.20%
Lancaster	Count	6,187	871	5,316	903	67,958	8,227
	Percent	(X)	14.10%	85.90%	14.60%	(X)	12.10%
Laurens	Count	5,911	857	5,054	471	46,384	8,296
	Percent	(X)	14.50%	85.50%	8.00%	(X)	17.90%
Lee	Count	1,586	279	1,307	82	11,918	2,115
	Percent	(X)	17.60%	82.40%	5.20%	(X)	17.70%
Lexington	Count	21,808	3,102	18,706	2,450	202,130	19,420
	Percent	(X)	14.20%	85.80%	11.20%	(X)	9.60%
McCormick	Count	518	69	449	25	7,950	1,312
	Percent	(X)	13.30%	86.70%	4.80%	(X)	16.50%
Marion	Count	2,367	291	2,076	157	20,459	4,011
	Percent	(X)	12.30%	87.70%	6.60%	(X)	19.60%
Marlboro	Count	2,212	515	1,697	19	19,252	3,899
	Percent	(X)	23.30%	76.80%	0.90%	(X)	20.20%
Newberry	Count	3,539	506	3,033	346	26,042	3,601
	Percent	(X)	14.30%	85.70%	9.80%	(X)	13.80%
Oconee	Count	5,452	743	4,709	536	56,952	7,907
	Percent	(X)	13.60%	86.40%	9.80%	(X)	13.80%
Orangeburg	Count	8,488	1,229	7,259	253	57,651	9,042
	Percent	(X)	14.50%	85.60%	3.00%	(X)	15.70%
Pickens	Count	22,669	1,501	21,168	2,896	82,323	11,032
	Percent	(X)	6.60%	93.40%	12.80%	(X)	13.40%
Richland	Count	62,802	5,078	57,724	7,038	262,135	21,457
	Percent	(X)	8.10%	91.90%	11.20%	(X)	8.20%
Saluda	Count	1,443	341	1,102	78	13,402	2,509
	Percent	(X)	23.60%	76.40%	5.40%	(X)	18.70%
Spartanburg	Count	28,839	3,206	25,633	2,786	218,573	27,324
	Percent	(X)	11.10%	88.90%	9.70%	(X)	12.50%
Sumter	Count	10,498	1,324	9,174	544	69,549	8,296
	Percent	(X)	12.60%	87.50%	5.20%	(X)	11.90%
Union	Count	2,014	467	1,547	46	19,433	3,342
	Percent	(X)	23.20%	76.90%	2.30%	(X)	17.20%
Williamsburg	Count	2,384	465	1,919	141	22,382	3,596
	Percent	(X)	19.50%	80.50%	5.90%	(X)	16.00%
York	Count	22,369	2,881	19,488	2,486	187,116	15,700
	Percent	(X)	12.90%	87.10%	11.10%	(X)	8.40%

Note: Values represent an average over the 5-year period from 2017-2021.

Source: [US Census Bureau, 2017-2021 American Community 5-Year Estimates, Table S1501.](#)

Additional Notes:

EDUCATIONAL ATTAINMENT

Survey/Program: American Community Survey

Year: 2021

Estimates: 5-Year

Table ID: S1501

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the [Technical Documentation](#) section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see [ACS Technical Documentation](#)). The effect of nonsampling error is not represented in these tables.

The 2017-2021 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2010 data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

- The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.
- N The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.
- (X) The estimate or margin of error is not applicable or not available.

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LOCATION

1000 Assembly Street
Rembert Dennis Building, Suite 421
Columbia, SC 29201
(803) 734-3793

publicrelations@rfa.sc.gov

Appendix E

QuickFacts

York County, South Carolina; United States; South Carolina

QuickFacts provides statistics for all states and counties, and for cities and towns with a *population of 5,000 or more*.

All Topics	York County, South Carolina	United States	South Carolina
Bachelor's degree or higher, percent of persons age 25 years+, 2017-2021	35.9%	33.7%	29.8%
PEOPLE			
Population			
Population Estimates, July 1, 2022, (V2022)	△ 294,248	△ 333,287,557	△ 5,282,634
Population estimates base, April 1, 2020, (V2022)	△ 282,108	△ 331,449,520	△ 5,118,429
Population, percent change - April 1, 2020 (estimates base) to July 1, 2022, (V2022)	△ 4.3%	△ 0.6%	△ 3.2%
Population, Census, April 1, 2020	282,090	331,449,281	5,118,425
Population, Census, April 1, 2010	226,073	308,745,538	4,625,364
Age and Sex			
Persons under 5 years, percent	△ 5.4%	△ 5.6%	△ 5.4%
Persons under 18 years, percent	△ 23.3%	△ 21.7%	△ 21.2%
Persons 65 years and over, percent	△ 15.5%	△ 17.3%	△ 19.1%
Female persons, percent	△ 51.3%	△ 50.4%	△ 51.3%
Race and Hispanic Origin			
White alone, percent	△ 73.7%	△ 75.5%	△ 68.9%
Black or African American alone, percent (a)	△ 19.4%	△ 13.6%	△ 26.3%
American Indian and Alaska Native alone, percent (a)	△ 0.8%	△ 1.3%	△ 0.6%
Asian alone, percent (a)	△ 3.5%	△ 6.3%	△ 2.0%
Native Hawaiian and Other Pacific Islander alone, percent (a)	△ 0.1%	△ 0.3%	△ 0.1%
Two or More Races, percent	△ 2.4%	△ 3.0%	△ 2.2%
Hispanic or Latino, percent (b)	△ 6.9%	△ 19.1%	△ 6.6%
White alone, not Hispanic or Latino, percent	△ 68.0%	△ 58.9%	△ 63.5%
Population Characteristics			
Veterans, 2017-2021	17,698	17,431,290	350,822
Foreign born persons, percent, 2017-2021	5.8%	13.6%	5.2%
Housing			
Housing units, July 1, 2022, (V2022)	121,033	143,786,655	2,446,724
Owner-occupied housing unit rate, 2017-2021	72.3%	64.6%	70.3%
Median value of owner-occupied housing units, 2017-2021	\$238,700	\$244,900	\$181,800
Median selected monthly owner costs -with a mortgage, 2017-2021	\$1,473	\$1,697	\$1,329
Median selected monthly owner costs -without a mortgage, 2017-2021	\$391	\$538	\$390
Median gross rent, 2017-2021	\$1,093	\$1,163	\$970
Building permits, 2022	2,720	1,665,088	45,870
Families & Living Arrangements			
Households, 2017-2021	106,570	124,010,992	1,976,447
Persons per household, 2017-2021	2.56	2.60	2.51
Living in same house 1 year ago, percent of persons age 1 year+, 2017-2021	86.1%	86.6%	86.4%
Language other than English spoken at home, percent of persons age 5 years+, 2017-2021	7.8%	21.7%	7.5%
Computer and Internet Use			
Households with a computer, percent, 2017-2021	95.1%	93.1%	91.7%
Households with a broadband Internet subscription, percent, 2017-2021	90.5%	87.0%	83.2%
Education			
High school graduate or higher, percent of persons age 25 years+, 2017-2021	91.6%	88.9%	88.8%
Bachelor's degree or higher, percent of persons age 25 years+, 2017-2021	35.9%	33.7%	29.8%
Health			
With a disability, under age 65 years, percent, 2017-2021	7.2%	8.7%	10.0%
Persons without health insurance, under age 65 years, percent	△ 10.1%	△ 9.3%	△ 11.1%

Economy			
In civilian labor force, total, percent of population age 16 years+, 2017-2021	66.0%	63.1%	59.6%
In civilian labor force, female, percent of population age 16 years+, 2017-2021	60.7%	58.7%	55.8%
Total accommodation and food services sales, 2017 (\$1,000) (c)	492,302	938,237,077	13,384,956
Total health care and social assistance receipts/revenue, 2017 (\$1,000) (c)	1,113,432	2,527,903,275	29,454,871
Total transportation and warehousing receipts/revenue, 2017 (\$1,000) (c)	160,508	895,225,411	7,567,557
Total retail sales, 2017 (\$1,000) (c)	3,169,323	4,949,601,481	69,980,063
Total retail sales per capita, 2017 (c)	\$11,892	\$15,224	\$13,921
Transportation			
Mean travel time to work (minutes), workers age 16 years+, 2017-2021	27.6	26.8	25.3
Income & Poverty			
Median household income (in 2021 dollars), 2017-2021	\$72,234	\$69,021	\$58,234
Per capita income in past 12 months (in 2021 dollars), 2017-2021	\$37,804	\$37,638	\$32,823
Persons in poverty, percent	△ 9.7%	△ 11.5%	△ 14.0%

BUSINESSES


Businesses			
Total employer establishments, 2021	5,774	8,148,606	116,896
Total employment, 2021	90,829	128,346,299	1,936,015
Total annual payroll, 2021 (\$1,000)	4,925,312	8,278,573,947	94,468,002
Total employment, percent change, 2020-2021	-0.4%	-4.3%	-2.6%
Total nonemployer establishments, 2020	21,044	27,151,987	395,185
All employer firms, Reference year 2017	4,207	5,744,643	76,687
Men-owned employer firms, Reference year 2017	2,607	3,480,438	47,619
Women-owned employer firms, Reference year 2017	645	1,134,549	14,249
Minority-owned employer firms, Reference year 2017	434	1,014,958	8,254
Nonminority-owned employer firms, Reference year 2017	3,285	4,371,152	62,728
Veteran-owned employer firms, Reference year 2017	381	351,237	7,123
Nonveteran-owned employer firms, Reference year 2017	3,226	4,968,606	61,908


GEOGRAPHY

Geography			
Population per square mile, 2020	414.2	93.8	170.3
Population per square mile, 2010	332.2	87.4	153.9
Land area in square miles, 2020	681.03	3,533,038.28	30,064.28
Land area in square miles, 2010	680.60	3,531,905.43	30,060.70
FIPS Code	45091	1	45

[About datasets used in this table](#)

Value Notes

 Estimates are not comparable to other geographic levels due to methodology differences that may exist between different data sources.

Some estimates presented here come from sample data, and thus have sampling errors that may render some apparent differences between geographies statistically indistinguishable.] Click the Quick Info  icon to the left of each row in T/ learn about sampling error.

In Vintage 2022, as a result of the formal request from the state, Connecticut transitioned from eight counties to nine planning regions. For more details, please see the Vintage 2022 release notes available here: [Release Notes](#).

The vintage year (e.g., V2022) refers to the final year of the series (2020 thru 2022). Different vintage years of estimates are not comparable.

Users should exercise caution when comparing 2017-2021 ACS 5-year estimates to other ACS estimates. For more information, please visit the [2021 5-year ACS Comparison Guidance](#) page.

Fact Notes

- (a) Includes persons reporting only one race
- (b) Hispanics may be of any race, so also are included in applicable race categories
- (c) Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data

Value Flags

- D Suppressed to avoid disclosure of confidential information
- F Fewer than 25 firms
- FN Footnote on this item in place of data
- NA Not available
- S Suppressed; does not meet publication standards
- X Not applicable
- Z Value greater than zero but less than half unit of measure shown
- Either no or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest or upper interval of an open end
- N Data for this geographic area cannot be displayed because the number of sample cases is too small.

QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

Appendix F

Admissions

General Information

1. An application for admission must be submitted and approved and an official notification of acceptance issued by the Office of Undergraduate Admissions before any person may enroll in an undergraduate course. Before action can be taken on an application for admission, all credentials required by University policy must be received by the Admissions Office, which has responsibility for evaluation of credentials for the purpose of admission.
2. First-time applications must be accompanied by a nonrefundable application fee specified on the application form. Application forms may be obtained from the Admissions Office or completed online through the USC Union website.
3. Selected applicants who present evidence of special talents for University programs requiring such special talents may be evaluated on the basis of these talents as well as high-school grades and entrance examination scores. The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

Proof of immunization as well as proof of U.S. citizenship or qualification as an international student is required before enrolling at USC Union.

Campus visits can be arranged through the Admissions Office. The Admissions Office is usually open year-round except for Independence Day, Labor Day, Thanksgiving Day and the following Friday, and 10 days at Christmas.

Categories of Admission

In keeping with its mission to provide accessible higher education to students in a seven-county service area (Cherokee, Chester, Fairfield, Laurens, Newberry, Union, and York counties), USC Union is committed to an admissions policy which ensures access while only admitting students who have a reasonable chance of academic success. As a means to this end, we have developed specific policies to govern admission to the various admissions categories.

Freshman Admissions

A freshman applicant is an individual who has not attended a regionally accredited college or university following high school graduation. Applicants who attended a college or university prior to high school graduation must enroll as freshmen and submit official transcripts of all attempted courses.

Requirements

Freshman applicants must have either a high school diploma from a regionally accredited association or its equivalent (GED) prior to enrolling. Accepted applicants must submit senior grades and a verification of graduation as soon as they are available. Applicants who did not graduate from high school must submit a copy of a GED certificate or satisfactory GED test scores.

Freshman Applicants Must Submit:

- Completed Application for Admission & Application Fee
- Official High School Transcript or GED Test Scores
 - Current transcripts should be submitted at the time of application.
 - If applicable, final transcripts must be submitted following high school graduation.

Validating High School Completion Documents

High school and GED transcripts are considered official when received directly from a high school or recognized educational agency. In the event there are concerns about the validity of a transcript received, the Admissions Office will contact the appropriate entity to verify the validity of the document(s) and determine whether they are acceptable. If there are concerns about the accreditation of the school or agency providing the transcript(s), the Admissions Office will utilize official State or U.S. Department of Education agency resources for verification.

College Preparatory Course Prerequisite Requirements

High School transcripts for freshman applicants must show completion of the **College Preparatory Curriculum** , which includes 20 units of the following academic subjects:

- **FOUR UNITS OF ENGLISH:** All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended

that students take two units that are literature based, including American, British, and World Literature.

- **FOUR UNITS OF MATHEMATICS:** These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.
- **THREE UNITS OF LABORATORY SCIENCE:** Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.
- **TWO UNITS OF THE SAME WORLD LANGUAGE:** Two units with a heavy emphasis on language acquisition.
- **THREE UNITS OF SOCIAL SCIENCE:** One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.
- **ONE UNIT OF FINE ARTS:** One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.
- **ONE UNIT OF PHYSICAL EDUCATION OR ROTC:** One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.
- **TWO UNITS OF ELECTIVES:** Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).

Total: 20

Important Notes:

- Applicants must complete additional units to meet or exceed state and local high school graduation requirements. In choosing these electives, students should consider the recommendations given in the preceding listing for specific prospective majors.
- Applicants must have a 2.0 GPA (4.0 scale) or higher for admission. Applicants with a GPA less than 2.0 or with missing College Preparatory Course Prerequisite Requirements will be reviewed by the designated admissions committee for a determination on admission to the institution.
- Standardized test scores (e.g., ACT, SAT) are not required for admission but may be submitted or requested if pertinent for scholarship or other committee review.
- Students admitted with 'in-progress' transcripts (i.e., prior to high school graduation) cannot register for subsequent semesters until all final documents are received.
- Applicants can update their start term within 365 days of submission.

Freshman applicants are encouraged to apply 6-12 months prior to the term for which they seek admission. However, applications for admission will be accepted and reviewed year-round.

Transfer Admissions

A transfer applicant is an individual who has attended another regionally accredited college or university following graduation of high school or completion of a GED.

Requirements

Transfer applicants must have a Cumulative GPA of 2.0 or higher (4.0 scale). If fewer than 30 semester hours (45 quarter hours) of college-level work have been attempted, the applicant must also meet freshman admission requirements.

Transfer Applicants Must Submit:

- Completed Application for Admission & Application Fee
- Official Transcripts
 - Transcripts from all regionally accredited colleges and universities attended are required.
 - Transcripts with in-progress work will not be accepted.

- If less than 30 semester hours (45 quarter hours) of college-level work were attempted, official high school transcripts or GED test scores are also required.

Important Notes:

- A transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses at regionally accredited institutions outside the USC System.
- Applicants with a GPA less than 2.0 (4.0 scale) will be reviewed by the designated admissions committee for a determination on admission to the institution.
- Applicants can update their start term within 365 days of submission.

Transfer applicants are encouraged to apply 6-12 months prior to the term for which they seek admission. However, applications for admission will be accepted and reviewed year-round.

All applicants for transfer admission must be eligible to return to the last institution attended as a degree-seeking student.

The applicant must submit official transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. An official transcript must be sent directly to the admissions office from each institution attended. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.

Students transferring from nonaccredited colleges may be allowed to validate credit after admission to the University. Details of the validation procedure may be obtained from the admissions office.

Original records are required for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at the University of South Carolina.

Generally, credits earned in courses that fall into one or more of the following categories are not acceptable in transfer to the University:

1. courses that are occupational or technical in nature
2. courses that are essentially remedial in nature

3. courses from a two-year institution which are considered upper division or upper level at the University
4. courses from a two-year institution that are not listed as part of that institution's college parallel program.

Exceptions to this rule may be made only by the designated academic official(s) on the campus where the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

High School Concurrent (Dual Enrollment) Admission

A high school concurrent (dual enrollment) applicant is a current high school student in their junior or senior year with interest in taking courses through the University prior to high school graduation.

Requirements

High school concurrent applicants must have a High School GPA of 3.0 or higher (4.0 scale) and the recommendation of the high school principal or their designee, following the South Carolina Commission on Higher Education's **Statewide Higher Education Policy for Delivery and Transferability of "Dual Enrollment"** .

High School Concurrent Applicants Must Submit:

- Completed Application for Admission & Application Fee
- Official High School Transcripts
 - Transcripts must be current through the term of enrollment.

Important Notes:

- Standardized test scores (e.g., ACT, SAT) are not required for admission.
- Documented exceptions may be made for freshman or sophomore students at the request of the high school principal, his or her designee, or the designee of the governing school association.
- The institution may establish additional criteria for admission into courses.

- Applicants who are recommended by their school principal or designed but do not meet requirements will be reviewed by the designated admissions committee for a determination on admission to the institution.
- Enrollment eligibility is restricted to partner schools and districts. For questions about eligibility, contact the institution's dual enrollment coordinator or school guidance office.
- Applicants can update their start term within 365 days of submission.

High school concurrent applicants are encouraged to apply 6-12 months prior to the term for which they seek admission. However, applications for admission will be accepted and reviewed year-round.

Assurance of Quality

All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's course work for transfer purposes shall be evaluated and appropriate measures shall be taken to reassure that the quality of the course work has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

Other Admissions Opportunities

A variety of admissions opportunities are available for those students who do not meet regular freshman or transfer requirements stated above. Please see the **Admissions Office** for complete details.

Admission as a Nondegree Candidate

Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting an application accompanied by an explanation of their educational goals. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

Non-degree Seeking Students. This category is for part-time applicants who are not interested in earning a degree at USC. A maximum of 30 semester hours may be earned in this category.

Applicants who have been officially denied admission as degree-seeking students are not eligible for admission as special students. Courses completed as special students carry full University credit; however, none of the hours is applicable to a degree until the student applies and qualifies for admission to a degree program. Usually no credentials are required if the applicant has no plan to seek a degree.

Senior Citizens. A senior citizen (age 60 or above) may enroll in courses at USC Union tuition-free on a space available basis. They must pay the application fee and technology fee and purchase textbooks. A special form documenting their eligibility must be obtained from the Registrar's Office.

Auditor. An auditor may apply as a special student (see above).

Military Special. Certification of active-duty military status is required.

Persons attending the University in any of these categories will be nondegree candidates. Credit earned while attending as a nondegree candidate may be used toward a degree only after the student has applied for and been accepted into a degree program. An applicant denied admission to any degree category is not eligible for admission as a special student. The period of enrollment in these categories is limited by either time or number of allowable credits. The official acceptance letter explains all enrollment restrictions for the category in question. Nondegree students are not eligible for financial aid, veterans' benefits, or on-campus housing during the fall or spring terms. Rooms on the campus may be available to students in the summer whether or not they are working for degrees.

Readmission of Former Students

An application for readmission must be submitted by any former student who wishes to return to the University after missing a major (fall or spring) semester. Summer sessions do not count as a major semester in this instance. Applications for readmission are obtained from the Office of Undergraduate Admissions and when completed should be returned to the admissions office at the campus where the student expects to enroll. Readmission to the University and to the program in which the student was previously enrolled is not automatic. An interview may be requested and some basis for a favorable decision may be required.

Students who attend the University as special students (including probationary or nondegree candidates) are not considered for "readmission" because these students were not fully admitted to

the University originally. If special students wish to return to the University as degree-seeking candidates, they must apply for regular admission as freshmen or transfer students, furnishing all official transcripts and any entrance test scores which may be required.

Students who leave the University in good standing, miss one or more major semesters, and attend another institution while away must submit the application for readmission and official transcripts of all college-level work attempted during their absence from the University. Such applicants must meet the same requirements as transfer students.

A student who leaves the University on suspension must apply for readmission upon completion of the period of suspension and qualify for readmission to the major program requested. To attempt to return to the University prior to the completion of the suspension period requires:

1. an application for readmission and a petition for reinstatement if a major semester has been missed; or
2. a petition for reinstatement if the attempt is being made after notification of suspension but prior to missing a major semester. A petition for reinstatement is made to the University college from which the student was suspended.

If students attend another college-level institution while suspended from the University, they must maintain a satisfactory average at that institution in order to retain the privilege of being considered for readmission at the conclusion of their suspension. The University does not transfer credit earned during a period of suspension, but the quality of grades could affect the decision on readmission.

Admission of International Students

The University of South Carolina welcomes the applications of qualified international students.¹ At least 90 days before the beginning of the semester they wish to enter, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions.

International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required (a score of 210 on the computerized version is required). TOEFL scores are not required for international students from

countries where the primary language of instruction is English nor from graduates of high schools in the United States.

An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated.

In some of our University programs, minimum Scholastic Assessment Test (SAT) scores are required for admission. It is therefore recommended that international students take the SAT before applying to the University.

In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements.

International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses (approximately \$22,750 for each year of study). The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. International students should not expect to obtain any financial assistance from the University.

¹ Applicants who are not citizens or permanent residents of the United States.

Appendix G

Academic Programs

Associate's Degree Programs

The University of South Carolina offers the Associate in Arts degree and the Associate in Science degree at the Union campus to those students who have earned 60 hours of credit and completed the following requirements:

- Learning Outcomes
- Carolina Core - All Associates
- Associate of Arts Degree Curriculum
- Associate of Science Degree Curriculum
- Other Requirements
- Second Associate's Degree

Learning Outcomes for Associate's Degree Programs

Graduates will be able to:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.

and be able to demonstrate at least one of the following:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through speaking.
- Collect, manage and evaluate information using technology, and communicate findings.
- Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Founding Documents Requirement

All undergraduate students must take a 3-credit course or its equivalent with a passing grade in the subject areas of History, Political Science, or African American Studies that covers the founding documents including the United State Constitution, the Declaration of Independence, the Emancipation Proclamation and one or more documents that are foundational to the African American Freedom struggle, and a minimum of five essays from the Federalist papers. This course may count as a requirement in any part of the program of study including the Carolina Core, the major, minor or cognate, or as a general elective. Courses that meet this requirement are listed [here](#).

Carolina Core - 15 Hours

These serve as general education requirements common to all associate degrees.

CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours) Must be passed with a grade of C or higher

SCI: Scientific Literacy (3 Hours)

GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)

GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)

Associate of Arts Degree Curriculum - 60 Hours

1. Basic Requirements (*including 15 hours of Carolina Core stated above*) (37-38 Hours)

All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

- **CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)**

Must be passed with a grade of **C** or higher

- **ARP: Analytical Reasoning and Problem-Solving (3 Hours)**

Choose from MATH, CSCE, PHIL, STAT, GEOG including **MATH 111** Basic College Mathematics or **MATH 115** Precalculus Mathematics

- **SCI: Scientific Literacy (7-8 Hours)**

Must include at least 1 laboratory science course

- **GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)**

One 3-hour language course at any level or score of “2” on placement exam

- **GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)**

- **GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)**

- **AIU: Aesthetic and Interpretive Understanding (6 Hours)**

- **Choose one of the following three options (3 Hours minimum):**

- **CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)**

- **INF: Information Literacy (3 Hours)**

- **VSR: Values, Ethics and Social Responsibility (3 Hours)**

2. Electives for A.A. Degrees (22-23 Hours)

Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate’s degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Associate of Science Degree Curriculum - 60 Hours

1. Basic Requirements (*including 15 hours of Carolina Core stated above*) (38-42 Hours)

All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

- **CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)**

Must be passed with a grade of **C** or higher

- **ARP: Analytical Reasoning and Problem-Solving (6 Hours)**

Choose from MATH, CSCE, PHIL, STAT, GEOG including **MATH 111** Basic College Mathematics or **MATH 115** Precalculus Mathematics

- **SCI: Scientific Literacy (8-12 Hours)**

Must include at least 2 laboratory science courses

- **GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)**

One 3-hour language course at any level or score of “2” on placement exam

- **GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)**

- **GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)**

- **AIU: Aesthetic and Interpretive Understanding (3 Hours)**

- **Choose one of the following three options (3 Hours minimum):**

- **CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)**

- **INF: Information Literacy (3 Hours)**

- **VSR: Values, Ethics and Social Responsibility (3 Hours)**

2. Electives for A.S. Degrees (18-22 Hours)

Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate's degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Other Requirements

In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply:

- Students must have an institutional GPA of 2.00 or better (does not include course grades earned by challenge examinations).
- A minimum of 15 semester hours must be earned at USC Union.
- No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
- Pass-Fail option on elective courses is allowed.
- No more than 15 hours of nontraditional credits, which include DANTEs, CLEP, and military experience.
- No more than 3 1-hour PEDU activity courses may count toward meeting Associate's degree requirements (any track).

Second Associate's Degree

At times the University of South Carolina Union confers a second associate's degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at USC Union and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

Baccalaureate Degree Programs

Palmetto College

Palmetto College combines the resources of the University of South Carolina system with the flexibility of course delivery formats including on-campus, traditional classes, two-way video classes, and online classes.

Faculties from Lancaster, Salkehatchie, Sumter, and Union, as well as Extended University in Columbia, use two-way interactive video to teach students at multiple sites simultaneously as well as fully online, asynchronous instruction. These delivery mechanisms give students access to many more course options than are available face-to-face on their campuses.

- Liberal Studies, B.A.
- Organizational Leadership, B.A.

University 101

University 101 is a three-hour seminar course, open for credit only to freshmen and to other undergraduate students (i.e., transfer students) in their first year at USC Union. This course provides an introduction to the nature and importance of university education and a general orientation to the functions and resources of the University.

The course helps new students adjust to the University, develop a better understanding of the learning process, and acquire essential academic survival skills. It also provides students a support group in a critical year by examining problems common to the new-student experience. Extensive reading and writing assignments relevant to the student's college experience are required.

Organized in small groups of 20-25 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student's regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as elective credit toward almost all baccalaureate degrees offered by the University.

Evening Classes

For the benefit of those whose personal or work schedules make day attendance impossible or impractical, USC Union offers numerous courses after 5 p.m., in two different formats: one hour and 15 minute classes meet twice per week in the early evening, and 2 hour and 45 minute classes meet once per week in the later evening.

Off-Campus/Laurens Classes

USC Union offers a variety of courses in Laurens at the Laurens location. This program offers area citizens the opportunity to begin their postsecondary education career near home. Students may expect to complete their freshman year before having to commute to Union or other area institutions to complete their degree. The local phone number is 864-681-1456.

Distributed Learning Courses

USC offers a variety of beginning and upper-division courses through the Office of Distributed learning. Courses are taught via live streaming video, DVD and hybrid formats.

Independent Study

These courses, numbered 399, are available for advanced students who wish to engage in additional study and research in specific areas of interest. Students work under the supervision of a USC Union professor, and a contract approved by the instructor, advisor, and academic dean is required.

Continuing Education

The University of South Carolina Union provides, based on need-available resources, a program of continuing education for the people of the region. The continuing education program consists of short courses, workshops, seminars, and activities covering a variety of topics. The purpose of continuing education is to allow people to increase their general knowledge, learn a skill, or satisfy a long-held curiosity. Participants in this program do not receive traditional grades but may be awarded continuing education units (CEUs) in recognition of satisfactorily completing a USC nondegree program.

The University of South Carolina Union, in partnership with ed2go, offers flexible, online, open enrollment continuing education courses designed to provide the skills necessary to prepare for a new career through career training programs or gain new personal and professional skills through fundamental courses.

Baccalaureate Degree Programs

Many students who enter the Associate in Arts or the Associate in Science degree programs intend to apply these credits toward a baccalaureate degree awarded by another institution. These

students are advised to work closely with their advisor to outline a program of study for the first two years that will meet preliminary requirements of the four-year major they wish to pursue.

These students are also strongly advised to obtain and use the **bulletin** for the Columbia campus when determining specific degree requirements. Preliminary general education course work toward the following USC degree programs may be taken at USC Union.

Appendix H

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of South Carolina

Name of Primary Teaching Department: USC Union

Academic Term(s) Included: Spring 2023, Fall 2023

Date Form Completed: 11/14/2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, UG, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ameer Syed, Nizamuddin (P)	MATH 141: Calculus I (4) (UT)	Master's (Academic) degree: Mathematics (MS) (University of Madras, 1994)	
ASHMORE, GALE J (P)	SPAN 109: Beginning Spanish I (3) (UT) SPAN 110: Beginning Spanish II (3) (UT)	Master's (Academic) degree: Spanish (MA) (University of South Carolina Columbia, 1977)	
AZIZ, MAJDOULINE (F)	SOCY 101: Introductory Sociology (3) (UT)	Master's (Academic) degree: Applied Sociology (MS) (Clemson University, 2007)	
BAILEY, GRETA SANDERS (P)	POLI 201: American National Government (3) (UT)	Juris Doctor degree: Law (JD) (Appalachian School of Law, 2003)	
Baker, Leanna Elizabeth (P)	ENGL 101: Critical Reading and Composition (3) (UT)	Master's (Academic) degree: English (MA) (Winthrop University, 2010)	

Bush, Darren (P)	PSYC 101: Introduction to Psychology (3) (UT)	Doctorate (Academic) degree: Industrial Organizational Psychology (PhD) (Northcentral University, 2018)	
Catalano, Frank (P)	THEA 200: Understanding and Appreciation of Theatre (3) (UT)	Master's (Academic) degree: Drama (MA) (University of Hawaii Manoa, 1976)	
CHARLES, ALLAN D. (P)	HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3) (UT) HIST 102: European Civilization from the Mid-17th Century (3) (UT) HIST 111: United States History to 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of South Carolina Columbia, 1981)	

<p>Davis, D (P)</p>	<p>HIST 102: European Civilization from the Mid-17th Century (3) (UT) HIST 112: United States History since 1865 (3) (UT) HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3) (UT) HIST 111: United States History to 1865 (3) (UT)</p>	<p>Master's (Academic) degree: Secondary Education (MAT) (University of South Carolina Columbia, 2019)</p> <p>Graduate Coursework: History (39 hours) (Liberty University, 2021) HIST 501 Historical Methods (3 hours) HIUS 520 Civil War and Reconstruction (3 hours) HIUS 530 American Christian Heritage (3 hours) HIWD 555 World War II (3 hours) HIST 602 Historiography (3 hours) HIUS 512 American Revolution (3 hours) HIUS 542 His Amer Pol Parties Snce 1896 (3 hours) HIWD 550 Hist Slavry & Servtd West Wrld (3 hours) HIWD 560 History of the Atlantic World (3 hours) HIST 701 Historical Professions (3 hours) HIST 705 Public History (3 hours) HIST 711 Dev of Western Freedoms (3 hours) HIST 820 Teaching History Online (3 hours)</p>	
<p>GEORGE, AMY CAROLINE (P)</p>	<p>ENGL 101: Critical Reading and Composition (3) (UT) ENGL 102: Rhetoric and Composition (3) (UT)</p>	<p>Master's (Academic) degree: English (MA) (Clemson University, 1994)</p>	

Goebel, Susan N (P)	BIOL 243: Human Anatomy and Physiology I (3) (UT) BIOL 244: Human Anatomy and Physiology II (3) (UT) BIOL 243L: Human Anatomy and Physiology Laboratory (1) (UT) BIOL 244L: Human Anatomy and Physiology Laboratory (1) (UT)	Master's (Academic) degree: Biological Sciences (MS) (Clemson University, 2015)	
Gray, Jennifer Leigh (P)	ENGL 101: Critical Reading and Composition (3) (UT) ENGL 102: Rhetoric and Composition (3) (UT)	Master's (Academic) degree: English (MA) (Arizona State University, 2019)	
Hauptman, Samantha (P)	SOCY 101: Introductory Sociology (3) (UT)	Doctorate (Academic) degree: Sociology (PhD) (University of South Carolina Columbia, 2010)	
Huffman, Todd Andrew (P)	SPCH 145: Online Public Communication (3) (UT)	Master's (Professional/Integrative) degree: Communication (MA) (University of Dubuque, 2007)	
IVEY, RANDALL (F)	ENGL 101: Critical Reading and Composition (3) (UT) ENGL 102: Rhetoric and Composition (3) (UT)	Master's (Academic) degree: English (MA) (University of South Carolina Columbia, 1989)	
Johnson, Tekla Ali (P)	AFAM 201: Introduction to African American Studies: Social and Historical Foundations (3) (UT) HIST 111: United States History to 1865 (3) (UT) HIST 112: United States History since 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of Nebraska Lincoln, 2005) Coursework Applied for AFAM: HIST 845: Amer Civ War & Recon (3 hours) HIST 941: Amer Urban Social Hist (4 hours) HIST 842: Antebellum America (3 hours) HIST 942: Atlantic Complex & Slavery (3 hours)	<u>Master of Arts in History Thesis:</u> "African American Electricity: Inventions that Industrialized American 1870-1950" <u>PhD Dissertation:</u> "An Intellectual and Political Biography of Nebraska State Senator Ernest Chambers: Activist, Statesman, and Humanist, Part 1 1937-1987"

Kettler, Andrew James (P)	HIST 102: European Civilization from the Mid-17th Century (3) (UT) HIST 111: United States History to 1865 (3) (UT) HIST 112: United States History since 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of South Carolina Columbia, 2017)	
Klik, Kathleen Anne (F)	PSYC 101: Introduction to Psychology (3) (UT)	Doctorate (Academic) degree: Experimental Psychology (PhD) (East Tennessee State University, 2015)	
LOWELL, JON RANDALL (F)	PSYC 101: Introduction to Psychology (3) (UT)	Doctorate (Academic) degree: Experimental Psychology (PhD) (University of South Carolina Columbia, 2012)	
Lownes, Steven Phillip (F)	SPAN 110: Beginning Spanish II (3) (UT)	Doctorate (Academic) degree: Spanish and Portuguese (PhD) (The Ohio State University, 2018) Master's (Academic) degree: Spanish (MA) (University of South Carolina Columbia, 2007)	
Matthews, Catherine T (F)	CSCE 102: General Applications Programming (3) (UT)	Master's (Academic) degree: Computer Science (MS) (University of South Carolina Columbia, 1998)	
MCJUNKINS, JOSHUA M (P)	HIST 111: United States History to 1865 (3) (UT) HIST 112: United States History since 1865 (3) (UT)	Master's (Academic) degree: History (MA) (The Citadel, 2016)	
MITRA, DAVID S. (P)	MATH 141: Calculus I (4) (UT)	Doctorate (Academic) degree: Mathematics (PhD) (University of South Carolina Columbia, 2000)	

MORRIS, LEE GRESHAM (F)	BIOL 243: Human Anatomy and Physiology I (3) (UT) BIOL 243L: Human Anatomy and Physiology Laboratory (1) (UT)	Doctorate (Academic) degree: Biological Sciences (PhD) (Ohio University, 1998)	
MUMMAW, JARED DAVID (P)	HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3) (UT)	Master's (Academic) degree: History (MA) (Georgia College, 2011)	
Paramore, Nicholas (P)	PCAM 205: Foundations of Leadership (3) (UT)	Master's (Academic) degree: Leadership (MS) (The Citadel, 2021)	
Parham, Tammy Lunette (P)	MATH 141: Calculus I (4) (UT)	Master's (Academic) degree: Mathematics (MMath) (Winthrop University, 1998)	
Phillips-Long, Sandy G (F)	BIOL 244: Human Anatomy and Physiology II (3) (UT) BIOL 244L: Human Anatomy and Physiology Laboratory (1) (UT)	Master's (Academic) degree: Biological Sciences (MS) (Clemson University, 2013)	
PISANO, ANDREW M. (F)	ENGL 101: Critical Reading and Composition (3) (UT) ENGL 102: Rhetoric and Composition (3) (UT)	Doctorate (Academic) degree: English (PhD) (University of North Carolina Greensboro, 2014)	
RINEHART, CHRISTINE SIXTA (F)	POLI 201: American National Government (3) (UT)	Doctorate (Academic) degree: Political Science (PhD) (University of South Carolina Columbia, 2008)	
Schafer, Emily (F)	PSYC 101: Introduction to Psychology (3) (UT)	Master's (Academic) degree: Clinical Psychology (MA) (Wheaton College, 2005)	
Sharpe, David William (P)	PCAM 205: Foundations of Leadership (3) (UT)	Doctorate (Professional) degree: Educational Leadership (EdD) (Seattle University, 2006)	

Stubblefield, David Preston (P)	ENGL 101: Critical Reading and Composition (3) (UT)	Doctorate (Academic) degree: English (PhD) (University of South Carolina Columbia, 2018)	
Teater, Daniel (P)	HIST 112: United States History since 1865 (3) (UT)	Master's (Academic) degree: American History & Government (MA) (Ashland University, 2021)	
Wellborn, Claire Roof (P)	PSYC 101: Introduction to Psychology (3) (UT)	Master's (Professional/Integrative) degree: School Psychology (MA) (University of South Carolina Columbia, 2008)	
Wilson, Caroline Ford (P)	ARTH 105: History of Western Art (3) (UT)	Master's (Academic) degree: Art History (MA) (University of South Carolina Columbia, 2004)	
White, Alexander Howard (P)	MATH 141: Calculus I (4) (UT)	Master's (Academic) degree: Mathematics (MMath) (University of South Carolina Columbia, 2015)	

<p>Young, John Michael (P)</p>	<p>POLI 201: American National Government (3) (UT)</p>	<p>Master's (Professional/Integrative) degree: Public Administration (MPA) (30 Credit Hours Political Science) (Clemson University, 2008)</p> <p>Coursework applied for POLI: POSC 8600: American Government (3 hours) POLI 7740: Public Policy Proc (3 hours) POSC 8290: Public Finance Management (3 hours) POSC 8780: Homeland Security (3 hours) POLI 7730: Personnel Admin (3 hours) POSC 8670: State Government (3 hours) POSC 6850: Glob Affairs & Govt (3 hours) POSC 8620: Admin Leadership (3 hours) POSC 8780: Performance Measures Public Mgmt (3 hours) POSC 8210: Perspectives On Pub Admin (3 hours)</p>	
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Abbreviations: F, P: Full-time or Part-time; UT: Undergraduate Transferable

Appendix I



Request Resource Assistance

tutor.com™

A Service of **The Princeton Review®**

Login with Library Card for assistance

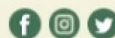


Events and Programs

Today | Wednesday, November 15

Monday, November 20
9:00am Idemia Fingerprint Services
Tuesday, November 21
10:00am Tuesday Storytime
Thursday, November 23
Library Closed for Thanksgiving
Thanksgiving Day
Friday, November 24
Library Closed for Thanksgiving
Native American Heritage Day
Saturday, November 25
Library Closed for Thanksgiving
Sunday, November 26
Library Closed for Thanksgiving
Tuesday, November 28
10:00am Tuesday Storytime
Tuesday, December 5
10:00am Tuesday Storytime
Tuesday, December 12
10:00am Tuesday Storytime
Monday, December 18
9:00am Idemia Fingerprint Services
Tuesday, December 19

GoogleCalendar



Appendix J



[USC Union](#)

[Study](#)

[Experience](#)

[Library](#)

[Electronic Databases, A-Z List](#)

[Apply](#)

[Athletics](#)

[For the Community](#)

[Calendar](#)

[Give](#)

[News](#)

[Our Faculty & Staff](#)

[About](#)

[My USC Union »](#)

Electronic Databases, A-Z List

- [Academic Search Premier](#)
- [Alt HealthWatch](#)
- [Biography In Context](#)
- [Biological Sciences](#)
- [Bloom's Literary Reference Online](#)
- [BrainPOP Jr.](#)
- [Britannica Online Public Library Edition](#)
- [Britannica Online School Edition](#)
- [Business Source Premier](#)
- [Chronicle of Higher Education](#)
- [Chronicling America: Historic American Newspapers](#)
- [CINAHL Plus® with Full Text](#)
- [CollegeSource](#)
- [Computer Source](#)
- [Conference Papers Index](#)
- [Consumer Health Complete](#)
- [Credo Reference](#)
- [Criminal Justice Abstracts](#)
- [CultureGrams](#)
- [Ebook Academic Collection](#)
- [EBSCOhost Research Databases](#)
- [Education Full Text](#)
- [Environmental Sciences and Pollution Management](#)
- [ERIC](#)
- [Escolar \(Spanish\)](#)
- [E-Source for College Transitions](#)
- [GeoRef](#)
- [HarpWeek](#)
- [Health Source: Nursing/Academic Edition](#)
- [History Reference Center](#)
- [Institute of Physics Publishing](#)
- [Irish Women Poets of the Romantic Period](#)
- [Issues and Controversies](#)
- [Journal of the First-Year Experience & Students in Transition](#)
- [JSTOR](#)
- [Kids InfoBits](#)
- [Law Library Microfilm Consortium](#)
- [Literature Resource Center](#)
- [MAS Ultra-School Edition](#)
- [MasterFILE Premier](#)
- [MEDLINE](#)
- [Merck Index](#)
- [Military & Government Collection](#)
- [MLA Directory of Periodicals](#)
- [Nature](#)
- [Newspaper Source Plus](#)
- [Novelist K-8 Plus](#)
- [Novelist Plus](#)
- [Opposing Viewpoints In Context](#)
- [PAIS - Public Affairs Information Service International](#)
- [Plant Science](#)
- [Points of View Reference Center](#)
- [Primary Search](#)
- [ProQuest Dissertations](#)
- [PsycARTICLES](#)
- [Psychology and Behavioral Sciences Collection](#)
- [PsycInfo](#)
- [Regional Business News](#)
- [Sabin Americana](#)
- [Science](#)
- [Science Direct](#)
- [Science Reference Center](#)
- [Science's Next Wave](#)
- [Scottish Women Poets of the Romantic Period](#)
- [Small Business Reference Center](#)
- [Sociological Abstracts](#)
- [Source OECD](#)
- [StudySC](#)
- [Times Digital Archive](#)
- [Web of Science](#)



Appendix K

My USC Union

My USC Union

Current Students

[Care \(BIT\) Team Referral](#)[Bookstore](#)[Class Information](#)[Math Placement Test](#)[Financial Aid](#)[Library](#)[Registrar/Records](#)

Student Academic Success Center

[Disability Services & Mental Health](#)[Law Enforcement & Safety](#)[Drug and Alcohol Awareness](#)[DEI: Diversity, Equity, Inclusion](#)

Faculty and Staff

Announcements

Events Calendar

Non-Harassment Policy

Policies & Procedures

[USC Union »](#)

Student Academic Success Center

Located on the lower floor of the Main Building, the SASC offers a wide variety of services for students. We are here to help meet the academic needs of our students, by providing the services that we feel are necessary for student success.

Tutoring

Qualified tutors are available for traditional tutoring, group study sessions, and also one-on-one sessions. We are also able to guide students while navigating the all-new 24/7 online **Brainfuse Tutoring** [service](#). Brainfuse allows students access to online tutoring from anywhere, at any time, and it covers any subject that is offered by USC.

SASC Tutor Schedule and Specialties »

Equipment

The Student Academic Success Center also has a program which enables students to sign out loaner equipment that may be needed to be more successful in their classes. Currently we have digital voice recorders which can be used to record classroom lectures and graphing calculators for use in math classes, which require the calculators.

Contact Us At:

864-424-8040

Appendix L

Tutors are available now

Brainfuse services will be unavailable for Thanksgiving Day from Thursday, November 23, 2023 07:00 AM through Friday, November 24, 2023. We will resume normal operations on Saturday, November 25, 2023.

What subject or class can we help you with? Try 'Algebra'... SEARCH

Live Help

Get live help now

-- Select Topic --

-- Select Subject --

Preferences Connect

Don't want a live session? [Send a question](#)





Writing Lab

Click here to send your paper to our writing experts.

You will receive a reply in your inbox within 24 hours.

Submit Paper

Academic Tools

-  **SkillSurfer**
Live skills building and a library of lessons, videos, tests and more
-  **FlashBulb™**
Create and share flashcards, tests, and games
-  **Language Lab**
Live help for language learners
-  **Brainwave™**
Create and share movie-like notes and ideas

-  **LEAP Learning Platform**
Diagnostic test center with customized study plans, lessons, and live tutoring
-  **eParachute**
Discover the college majors and careers that match your skills and interests.
-  **MEET™**
Schedule sessions with friends in our private virtual study room

Expert Help

- Live Tutoring
- Writing Lab
- Send Question

Academic Tools

- SkillSurfer
- LEAP Learning Platform
- FlashBulb™
- eParachute

GET OUR APP



Appendix M



My USC Union

My USC Union

Current Students

Care (BIT) Team Referral

Bookstore

Class Information

Math Placement Test

Financial Aid

Library

Registrar/Records

Student Academic Success Center

Disability Services & Mental Health

Law Enforcement & Safety

Drug and Alcohol Awareness

DEI: Diversity, Equity, Inclusion

Faculty and Staff

Announcements

Events Calendar

Non-Harassment Policy

Policies & Procedures

USC Union »

Disability Services & Mental Health

Welcome to the homepage of Mental Health and the Office of Disability Services (ODS) at the University of South Carolina Union. Our office is dedicated to helping students with disabilities reach their academic potential, and we look forward to working with you as you pursue your educational goals.

Mental Health Services Offered at USC Union

Jessica Pomerantz, MA
(803)470-4519
pomeranj@email.sc.edu
jesspomerantz.com

Here4UatUSCU.com
Here4U@USCU
(833) 434-1217

MYgroup SAP
(800) 633-3353

Disability Services

Students who have accessibility concerns with the online registration links should contact the Office of Disability Services at 424-8060, email **Brandon Simpson** for assistance, or make an appointment: calendly.com/bsimpson-1914

Getting Started

In order to receive the assistance you may need, ODS first requires that you self-identify as a student with a disability. Once you have self-identified and provided our office with the appropriate documentation of your disability, ODS will determine if you qualify to register as a student with a disability. Upon **registration**, ODS will then determine if you will receive **accommodations** for your disability. Accommodations are approved on a case by case basis, and are governed by the American with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973.

Documentation requirements are specific to the disability, but in general documentation must be from a physician, licensed psychologist, or other person(s) licensed to make the diagnosis. These guidelines help determine what accommodations, if any, will be made, and are based on the disability and its impact on your major life functions. In order to ensure that you obtain the specific documentation required, the Office of Disability Services recommends that you print the online guidelines and present them to the qualified professional providing your documentation.

Complete The Steps

The list below provides the information you need to register as a student with a disability. Once you have registered, you will meet with ODS staff to determine your accommodations. ODS requests that you register at least four weeks prior to the first day of class in order to ensure we are able to provide you with the best service possible.

1. Step 1 - Complete the online **USC Union Disability Services Request** for services. Please be as specific as possible when completing the form.
2. Step 2 - ODS will contact you to schedule an appointment once we have received your online Request for Services. You will need to bring your documentation to this appointment, and services will be determined based on the documentation you provide. A follow-up appointment will be scheduled to provide you with your Accommodations Plan.
3. Step 3 - ODS will provide you with your Accommodations Plan and discuss the plan with you. You will need to sign the plan, and your Accommodations Letters will be emailed to your professors before the first day of class.
4. Step 4 - You will need to attend classes as scheduled and discuss your accommodations with your professor. You will need to maintain contact with ODS for test proctoring and other follow-up services.
5. Step 5 - **Faculty Notification Letter (link to form)**



Appendix N

Appendix N

Certificate Program Five-Year Projected Budget

Sources of Financing by Year						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$ 660,000.00	\$ 660,000.00	\$ 660,000.00	\$ 660,000.00	\$ 660,000.00	\$ 3,300,000.00
Other Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 660,000.00	\$ 660,000.00	\$ 660,000.00	\$ 660,000.00	\$ 660,000.00	\$ 3,300,000.00
Estimated Costs Associated with Implementing the Program by Year						
Category						
Program Administration and Faculty and Staff Salaries	\$ 641,667.00	\$ 641,667.00	\$ 641,667.00	\$ 641,667.00	\$ 641,667.00	\$ 3,208,335.00
Facilities, equipment, Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (allocated support costs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 641,667.00	\$ 641,667.00	\$ 641,667.00	\$ 641,667.00	\$ 641,667.00	\$ 3,208,335.00
Net Total (i.e., Sources of Financing Minus Estimated Costs)	\$ 18,333.00	\$ 18,333.00	\$ 18,333.00	\$ 18,333.00	\$ 18,333.00	\$ 91,665.00

Appendix O

NUMBER: ACAF 3.00 (NEW)
SECTION: Academic Affairs
SUBJECT: Assessment of Student Learning
DATE: January 26, 2017
Policy for: Columbia and Regional Campuses
Procedure for: Columbia and Regional Campuses
Authorized by: Executive Vice President for Academic Affairs and Provost
Issued by: Office of the Provost

I. Policy

The purpose of this document is to clarify the processes and responsibilities for the assessment of student learning within educational programs at the University of South Carolina. The assessment of student learning is a quality assurance process aimed at continuous improvement. As such, it is required by the institution's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges.

A. Definitions

1. Learning Outcomes

Learning outcomes are statements that describe, in measurable terms, the knowledge, skills, and/or abilities that students are expected to demonstrate. Learning outcomes should clearly support the mission of the educational program.

2. Assessment Measures

Assessment measures indicate the extent to which students demonstrate the knowledge, skills, and abilities they have gained from an academic course, program, or experience, relating to a particular learning outcome. The measurement of student performance is accomplished through the evaluation of student artifacts, the collective results of which are used to determine the level of mastery of the learning outcomes. Examples of artifacts may include course assignments, projects, exam questions, lab activities or reports, papers, portfolios, or clinical experiences.

3. Learning Outcomes Assessment

Learning outcomes assessment helps create a shared academic culture dedicated to ensuring and improving the quality of higher education. It is an ongoing

process aimed at measuring and improving student learning. This process includes:

- a. Setting explicit, public expectations (i.e., outcomes) for student learning.
- b. Systematically gathering, analyzing and interpreting evidence to determine how well student performance matches those expectations.
- c. Using the resulting information to document, explain, and improve performance.

4. Educational Programs

Educational programs include all undergraduate and graduate majors, graduate certificate programs, and the undergraduate general education curriculum known as the Carolina Core.

B. Policy Oversight

On each campus, the chief academic officer is responsible for ensuring that all academic programs undergo annual learning outcomes assessment. The Director of Institutional Effectiveness and Accreditation on the Columbia campus is responsible for collecting and reviewing the academic program assessment plan documentation for all campuses.

II. Procedures

A. Responsibility for Implementation

1. General Education Assessment

In accordance with Faculty Senate procedures relating to course approvals, matters related to objectives, goals, requirements, and general education are the responsibility of the University Faculty Senate. Faculty Senate consideration of these matters should follow consideration and recommendation by the Carolina Core Committee. The Office of Institutional Research, Assessment and Analytics, in consultation with the Faculty Senate, plans and implements the institution-level general education assessment process.

Results of assessment of general education learning outcomes are reported by the Carolina Core Committee to department chairs and deans. Department chairs with courses in general education component areas are responsible for working together with the relevant Carolina Core Specialty Teams to determine how data are used to make improvements within general education curriculum.

2. Undergraduate Program Assessment

The faculty who deliver the undergraduate program are responsible for matters related to learning outcome development; development or identification of assessment measures; collection of assessment data; changes to the assessment, curriculum, and/or the program, based on evaluation of assessment data; and reporting on assessment results. The faculty who deliver the undergraduate programs are responsible for using assessment data to make improvements to course delivery and program curriculum related to learning outcomes data (ACAF 2.00 I.A.2).

The Office of Institutional Research, Assessment and Analytics is responsible for supporting good assessment practice and documenting assessment processes for institutional and external reporting needs.

Each undergraduate program should have defined program learning outcomes that are summative of the curriculum of the program. The program learning outcomes are published in the Undergraduate Bulletin, in accordance with policy [ACAF 3.50](#).

Each program learning outcome should have associated measures of student learning through which each program is able to ascertain the degree to which students have achieved the student learning outcomes.

Each undergraduate program is responsible for ongoing measurement of student learning outcomes and reporting results to OIRAA annually, or as otherwise scheduled.

3. Graduate Major and Graduate Certificate Program Assessment

The faculty who deliver the graduate major and graduate certificate programs are responsible for matters related to learning outcome development; development or identification of assessment measures; collection of assessment data; changes to the assessment, curriculum, and/or the program, based on evaluation of assessment data; and reporting on assessment results. The faculty who deliver the graduate major and graduate certificate programs are responsible for using assessment data to make improvements to course delivery and program curriculum related to learning outcomes data (ACAF 2.00, I.A.2).

The Office of Institutional Research, Assessment and Analytics is responsible for supporting good assessment practice and documenting assessment processes for institutional and external reporting needs.

Each graduate major and graduate certificate program should have defined program learning outcomes that are summative of the curriculum of the program. The program learning outcomes are published in the Graduate Bulletin, in accordance with policy [ACAF 3.50](#).

Each program learning outcome should have associated measures of student learning through which each program is able to ascertain the degree to which students have achieved the student learning outcomes.

Each graduate major and graduate certificate program is responsible for ongoing measurement of student learning outcomes and reporting results to OIRAA annually, or as otherwise scheduled.

	Undergraduate Programs	Graduate Major and Graduate Certificate Programs	Undergraduate General Education Curriculum
Implementation	Program Faculty	Program Faculty	Carolina Core Faculty
Administrative Oversight	OIRAA	OIRAA	OIRAA
Reporting	Program Faculty via Assessment Plan Composer report	Program Faculty via Assessment Plan Composer report	Carolina Core Committee and OIRAA
Evaluation	Department Chair or School Director and OIRAA	Department Chair or School Director and OIRAA	Carolina Core Committee and OIRAA

4. Criteria for Evaluating Good Practice

While allowing for significant differences in assessment practices among disciplines, in order to be relevant and useful to departments and programs, assessment procedures should meet the following criteria:

- a. Programs should have clearly defined and measurable student learning outcomes that focus on knowledge, skills, and competencies.
- b. Assessment measures should clearly address the degree to which students attain the defined learning outcomes.
- c. Assessment measures should be independent from course grades and teaching evaluations.
- d. Multiple methods of assessing outcomes should be used, including at least one direct measure of student learning.
- e. Data and information should be collected and analyzed longitudinally, as well as in each reporting cycle.
- f. The analysis of data should result in findings relevant to the program.
- g. Improvements in the program should be planned and enacted in response to the findings.
- h. The faculty who teach in the program should be involved in defining the learning outcomes, selecting the related assessment measures, analyzing the results, and determining appropriate improvements in the program.

New and revised assessment plans submitted for approval are evaluated in light of these criteria.

III. Related Policies

ACAF 2.00 Creation and Revision of Academic Programs

ACAF 3.50 Academic Bulletins and Planning Calendar

SACS Commission on Colleges, *Principles of Accreditation: Foundations for Quality Enhancement, 2012 Edition*, Comprehensive Standards 3.3.1.1 and 3.5.1