



Office of Institutional Research, Assessment & Analytics

June 30, 2025

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 Clinton High School located at:

18132 Highway 72E
Clinton, SC 29325

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 site 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

University of South Carolina Columbia
Degree Program requesting Substantive Change
Approval for Off-Campus Instructional Site by Limited Review

June 30, 2025

Donald Miles
Executive Director OIRAA and SACSCOC Liaison

Contact:

Donald Miles, Executive Director, SACSCOC Accreditation Liaison
Office of Institutional Research, Assessment, and Analytics
University of South Carolina
1300 Pickens Street
Columbia, SC 29208
803 777-9088
E-mail: dmiles@mailbox.sc.edu

COMMON CONTENT A – BACKGROUND AND CONTEXT

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 (USC 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 2023 (**Appendix C**).

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

18132 Highway 72E
Clinton, SC 29325

Current course offerings at the site comprise less than 50% of the courses applicable towards an associate degree, and SACSCOC was notified of this on December 13, 2018 and SACSCOC approved April 22, 2019 for offering 25-49% of the AA and AS programs at the site (**Appendix D**). 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's degree at the site. The site is expected to reach the 50% threshold in Spring 2026.

The primary target audience for this proposal includes high school students at Clinton High School in Laurens County, with an estimated enrollment of 80 students. These students are eager to take advantage of dual enrollment and early college opportunities. Offering more than 50% of the associate degree at the high school will provide them with affordable, accessible education that can smooth their transition into higher education or the workforce after graduation.

Our institution is well-positioned to expand dual enrollment offerings due to several key strengths. We already have a positive and established relationship with the high school and school district, ensuring a smooth collaboration. Our proximity to the high school in Union and Laurens County further enhances accessibility for students and faculty. We are also experiencing growth in faculty, staff, and enrollment, ensuring the necessary resources to support this expanded program. With strong success, graduation, and retention rates, our institution has demonstrated its commitment to quality education. Additionally, our growing transfer pathways offer students opportunities to continue their education seamlessly after earning their associate degree. These strengths provide a solid foundation for successfully implementing the proposed changes.

The Clinton 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.

DETERMINATION OF THE NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

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 1300 students. The University of South Carolina Union was established to encourage higher education within the state, and 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 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.

Assessment of Need and Program Planning/Approval

South Carolina adults are, overall, less educated compared to the national average. Between 2019 and 2023, 31.5% of South Carolina residents aged 25 and older had earned a bachelor's degree or higher, compared to 35% nationwide. In Laurens County, the percentage is even lower, at just 17.9% (**Appendix E**). This persistent educational gap, particularly in rural areas, prompted USC Union to explore targeted, community-based approaches to increase postsecondary participation and attainment.

Laurens County's overall population grew from 66,537 in 2010 to 67,539 in 2020, with an estimated increase to 70,545 in 2024 (**Appendix F**). During this period, the population of individuals under 18 in Laurens County decreased by 1.4% (**Appendix G**). While this decline might suggest reduced student volume, it underscores the urgency of educational investment in the youth who remain. In rural and underserved communities, ensuring that even a smaller number of students have meaningful access to college-level opportunities is critical to long-term regional growth and workforce development.

To address this need, USC Union has proposed an expansion of course offerings at Clinton High School, enabling eligible high school students to take associate-level courses that count toward their college degrees. This initiative aligns with USC Union's mission to prepare students for continued education and lifelong learning, as well as the system-wide goal to increase access to higher education across South Carolina.

The proposal to expand offerings at the Clinton High School site was developed in response to both demographic analysis and direct feedback from Clinton High School administration. By Spring 2026, the site is projected to offer over 50% of the coursework required for an associate degree, officially establishing it as a viable location for degree-seeking students.

This strategic expansion is not only a response to local needs, but also a reflection of USC Union's ongoing commitment to academic excellence, community engagement, and student success. By offering accessible pathways to higher education within Laurens County, USC Union is helping to close educational attainment gaps while staying true to its foundational mission: to foster intellectual curiosity, civic responsibility, and lifelong learning in every student it serves. The expected enrollment for the Clinton High School program is anticipated to reach 80 students, reflecting strong interest from high-performing students who may not otherwise have access to college-level opportunities. This partnership empowers young learners, supports regional economic goals, and builds a stronger, more educated South Carolina.

At USC Union, faculty do not vote on the approval of dual enrollment partnerships. Instead, they are informed of prospective partnerships or program expansions through regular channels, such as Faculty Organization meetings or discussions with the Faculty Advisory Committee. These forums provide opportunities for open dialogue, where faculty can ask questions, raise concerns, and offer feedback. Any issues or recommendations that arise are addressed collaboratively with the administration. This process ensures transparency and faculty engagement, even though formal approval does not involve a faculty vote.

1. On December 17, 2024, USC Union administration met with Clinton High School to discuss the feasibility of an early college program. USC Union determined that the proposed program aligned well with its existing dual enrollment infrastructure. On February 10, 2025, the USC Union Associate Dean for Academic and Student Affairs met again with Clinton High administrators to finalize program specifics, including a two-year course schedule designed to ensure participating students earn an associate degree upon high school graduation. Formal institutional support followed: the USC Union Campus Dean issued a letter of support on April 29, 2025, and the Palmetto College Executive Vice Chancellor for Academic and Student Affairs and Associate Provost provided a letter of support on May 6, 2025.
2. Faculty were informed about the new early college partnership with Clinton High School during the first Faculty Organization meeting of the Spring 2025 semester, held on January 17, 2025. As documented in the official meeting minutes (**Appendix H**) from that session, the program was presented as an extension of USC Union's existing dual enrollment initiatives. Faculty expressed no concerns specific to the Clinton High program. The only feedback related to dual enrollment in general was a recommendation to explore earlier registration options for dual enrollment students.

Educational Programs offered at the site

USC Union and its faculty offer courses in the following:

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

Course offerings at the Clinton High School site were determined between the Academic and Student Affairs officials at USC Union and administrators from Clinton High School. The schedule represents a pathway to completing either an Associate of Arts (A.A.) or 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.

Program Curriculum and Projected Schedule

To maximize the chances for student success in this program, admissions requirements for acceptance into the Clinton High School dual enrollment and early college programs 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 (**Appendix I**).

All courses scheduled for the 2025-2026 and 2026-2027 academic years at Clinton 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:

2025-2026 Schedule (Tentative) 32 possible total credit hours

Course	Instructional Method	High School
PCAM 205: Foundations of Leadership 3 credits	Delivery: WEB	Clinton High School Summer 2025
POLI 201: American National Government 3 credits	Delivery: WEB	Clinton High School Summer 2025
PSYC 101: Introduction to Psychology 3 credits	Delivery: F2F	Clinton High School Fall 2025
SOCY 101: Introductory Sociology 3 credits	Delivery: F2F	Clinton High School Fall 2025
SPCH 140: Public Communication 3 credits	Delivery: F2F	Clinton High School Fall 2025
THEA 200: Understanding and Appreciation of Theatre 3 credits	Delivery: F2F	Clinton High School Fall 2025
BIOL 110: General Biology 4 credits	Delivery: Lecture F2F, Lab WEB	Clinton High School Spring 2026
ARTE 101: Introduction to Art 3 credits	Delivery F2F	Clinton High School Spring 2026
HIST 111: United States History to 1865 3 credits	Delivery: F2F	Clinton High School Spring 2026
MATH 111i: Intensive Basic College Mathematics 4 credits	Delivery: F2F	Clinton High School Spring 2026

2026-2027 Schedule (Tentative) 28 possible credit hours

Course	Instructional Method	High School
CRJU 101: The American Criminal Justice System 3 credits	Delivery: F2F	Clinton High School Summer 2026
CSCE 101: Introduction to Computer Concepts 3 credits	Delivery: WEB	Clinton High School Summer 2026
ENGL 101: Critical Reading and Composition	Delivery: F2F	Clinton High School Fall 2026

3 credits		
ENGL 102: Rhetoric and Composition 3 credits	Delivery: F2F	Clinton High School Fall 2026
SPAN 109: Beginning Spanish I 3 credits	Delivery: F2F	Clinton High School Fall 2026
SPAN 110: Beginning Spanish II 3 credits	Delivery: F2F	Clinton High School Fall 2026
BIOL 243: Human Anatomy and Physiology I 3 credits	Delivery: F2F	Clinton High School Spring 2027
BIOL 243L: Human Anatomy and Physiology Laboratory 1 credit	Delivery: WEB	Clinton High School Spring 2027
ARTS 111: Basic Drawing I 3 credits	Delivery: F2F	Clinton High School Spring 2027
RELG 120: Comparative Religion 3 credits	Delivery: F2F	Clinton High School Spring 2027

Total for two-year cycle possible credit hours: 60

The 2025-2026 schedule of courses comprises 32 of the necessary 60 credit hours (53%) for the A.A. or A.S. degree. Students completing these courses would cross the “50% of degree” mark in Spring 2026. The remaining credit hours would be taken in 2026-2027 to reach the minimum 60-credit hour requirement to earn the A.A. or A.S. degree.

Courses at the site will be offered during the summer, 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 Clinton High School.

Course Descriptions

The curriculum will include the courses listed below, along with supplemental Carolina Core courses as necessary. A detailed overview may be found in the Academic Programs section of the USC Union Bulletin (**Appendix J**)

ARTE 101: Introduction to Art (3 credits) - Introduction to art appreciation. Elements and principles of the visual arts, with examples from the history of art.
Carolina Core: AIU

ARTS 111: Basic Drawing I (3 credits) - Introduction to the materials and basic techniques of drawing.

BIOL 110: General Biology (4 credits) - Basic biological concepts and issues for non-biology majors.

Carolina Core: SCI

BIOL 243: Human Anatomy and Physiology I (3 credits) - Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems.

Carolina Core: SCI

BIOL 243L: Human Anatomy and Physiology Laboratory (1 credit) - The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments.

Carolina Core: SCI

CRJU 101: American Criminal Justice System (3 credits) - Survey of crime and societal responses to crime, including law enforcement, courts, corrections, and the juvenile justice system.

Carolina Core: GSS

CSCE 101: Introduction to Computer Concepts (3 credits) - History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.

Carolina Core: ARP

ENGL 101: Critical Reading and Composition (3 credits) - 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

ENGL 102: Rhetoric and Composition (3 credits) - Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.

Carolina Core: CMW, INF

HIST 111: United States History to 1865 (3 credits) - 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

MATH 111i: Intensive Basic College Mathematics (4 credits) – An intensive treatment of the topics covered in MATH 111.

PCAM 205: Foundations of Leadership (3 credits) - 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.

POLI 201: American National Government (3 credits) - The formation and development of the national government, its organization and powers.

Carolina Core: GSS, VSR

Founding Documents (FND)

PSYC 101: Introduction to Psychology (3 credits) - An introduction to and survey of the basic concepts and findings within the field of psychology.

Carolina Core: GSS

RELG 120: Comparative Religion (3 credits) - Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

SOCY 101: Introductory Sociology (3 credits) – An introduction to sociological facts and principles: an analysis of group-making processes and products.

Carolina Core: GSS

SPAN 109: Beginning Spanish I (3 credits) - Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

Carolina Core: GFL

SPAN 110: Beginning Spanish II (3 credits) - Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

Carolina Core: GFL

SPCH 140: Public Communication (3 credits) - Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement.

Carolina Core: CMS

THEA 200: Understanding and Appreciation of Theatre (3 credits) - An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.

Carolina Core: AIU

COMMON CONTENT B – FACULTY QUALIFICATIONS (RELATIVE TO PROPOSED CHANGE)

Faculty Qualifications

USC Union has qualified faculty in place to support the proposed Clinton High School site. Courses currently offered at Clinton High School are taught by full-time tenure-track or tenured faculty, full-time instructors, and adjunct instructors, all of whom meet the required qualifications to teach in their respective disciplines. Each instructor is credentialed in accordance with USC's *ACAF 1.20: Credential Verification for Instructors of Record* policy (**Appendix K**) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards: they hold at least a master's degree and have completed a minimum of 18 graduate-level credit hours in the discipline they teach. Faculty are vetted and approved by the home disciplinary department at the University of South Carolina Columbia, ensuring academic rigor and consistency across the USC system. A faculty roster detailing instructor qualifications can be found in **Appendix L**.

To demonstrate specific qualifications within disciplines, USC Union currently employs faculty across core subject areas, including English, mathematics, history, biology, and the social sciences, who are fully credentialed not only to teach existing courses but also to teach new courses as needed for the Clinton High School site. In many departments, more than one qualified faculty member is available, which supports both instructional continuity and flexibility in course scheduling.

To further expand instructional capacity and create community-based opportunities, USC Union has also initiated the process of credentialing qualified Clinton High School faculty and staff who meet SACSCOC requirements. Once approved, these individuals are hired as adjunct instructors by USC Union and are compensated accordingly and in addition to their regular high school salaries. This dual-appointment model enhances instructional reach while maintaining rigorous faculty standards.

Adequacy of Full-Time Faculty

USC Union maintains a sufficient number of full-time faculty members to support both the current course offerings and the proposed changes. Faculty are hired specifically to teach at Clinton High School and nearby high schools as part of our dual enrollment program. Since USC Union already offers dual enrollment at Clinton High School, the proposed change does not require a substantive increase in faculty hiring. However, the campus continues to hire new faculty as needed to ensure adequate instructional coverage and support for students.

Faculty Workload and Oversight

The implementation of the Clinton High School site does not increase the standard teaching workload of faculty. Tenure-track and tenured faculty at USC Union are assigned a 4-4 course load, while instructors typically teach a 5-5 load. These assignments remain unchanged with the proposed site expansion. Should any faculty member exceed their normal course load due to scheduling needs, overload compensation is provided in accordance with institutional policy. However, such instances are rare, as USC Union has strategically hired to ensure sufficient faculty coverage.

Oversight of all instructors, including those teaching at the Clinton High School site, is conducted by the Associate Dean for Academic and Student Affairs. This oversight includes evaluation of instructional performance, syllabus review, and peer observations. Peer reviews and academic assessments ensure that the quality of education delivered at Clinton High School is equivalent to the standard upheld for courses taught on the main USC Union campus.

By leveraging its current faculty structure, vetting additional qualified personnel, and maintaining a manageable workload, USC Union is fully prepared to support the proposed expansion of the Clinton High School site in a way that ensures academic excellence and student success.

COMMON CONTENT C – RESOURCE – LIBRARY AND LEARNING

Student Learning Resources

No new library resources will be needed to support the proposed program at the USC Union location. Library services are provided through the Union County Carnegie Library, which supports the educational goals of the campus while aligning with the academic mission of the University.

The physical library is located approximately 25 miles from Clinton High School, and students have access to a wide range of digital resources, including those provided by USC Union and external databases. Key discipline-specific resources available to support the proposed program include:

USC Union Digital Databases

- **Academic Search Premier:** A multi-disciplinary database offering a broad range of scholarly articles, journals, and magazines that support research in various fields.
- **Business Source Premier:** Provides access to comprehensive business-related resources, including journals, trade publications, and industry reports, crucial for students in business-related programs.
- **JSTOR:** An essential resource for accessing a wide array of academic journals across multiple disciplines, particularly valuable for students in the humanities, social sciences, and natural sciences.
- **Web of Science:** A leading database for accessing high-quality research articles, particularly in the sciences, technology, and social sciences.
- **SCDiscus:** A statewide resource offering access to a large collection of academic journals, newspapers, and databases that support a variety of disciplines, such as education, science, business, and health.

These resources are tailored to meet the needs of students in various academic programs and provide essential research materials that will directly support their coursework and academic goals. Additionally, students have the flexibility to access these resources digitally, which ensures that they can conduct research and access learning materials efficiently, regardless of their location.

Accessing Discipline-Specific Library and Learning/Information Resources

Students enrolled at the Clinton High School location can access a wide range of discipline-specific library and learning resources both online and through physical materials.

- **Digital Access:** Students can access USC Union's electronic resources such as journals, databases, and e-books through the Union County Carnegie Library's website. Key resources available include databases like Academic Search Premier, JSTOR, Web of Science, and SCDiscus, which are available remotely to support a variety of academic disciplines.
- **Interlibrary Loan and PASCAL:** Students can also request materials from PASCAL and utilize Interlibrary Loan services. This allows students to borrow books, articles, and other

resources from a wide network of libraries across the state and beyond. Materials are shipped to the Union County Carnegie Library for easy pick-up.

- **Physical Materials:** For physical materials, students can place items on hold at the Union County Carnegie Library, which serves as the designated pick-up location. Students will need to visit the library in person to check out materials.

Awareness of Library and Learning/Information Resources and Training in Their Use

Students are made aware of the library's resources and how to access them through multiple channels:

- **Orientation Sessions:** Library resources and services are introduced during several orientation sessions, which include both in-person presentations and the distribution of digital materials. This ensures that students understand the range of resources available to them, both online and in physical formats.
- **Course Syllabi and Individual Course Orientations:** Information about library resources is also included in course syllabi, where faculty may direct students to specific resources relevant to their studies. Additionally, individual course orientations often highlight key databases, library tools, and research methods to help students get the most out of their learning experience.
- **Training on Resource Access:** Students can receive instruction on how to navigate online databases, use the library's digital catalog, and place requests for materials. This training is typically offered during orientation but can also be reinforced in course-specific sessions.

Resources to Support Students in Access to and Use of Library and Learning/Information Resources

To support students in their use of library and learning resources, the following services and resources are available:

- **Research Help and Librarian Support:** Students can access personalized research assistance from the librarian, both in-person at the Union County Carnegie Library and virtually. The librarian provides guidance on how to effectively search databases, refine research topics, and locate relevant resources. Additionally, library staff can assist students with troubleshooting issues related to accessing electronic resources.
- **Tech Support:** Technical support is available for students who encounter issues with accessing digital resources, whether due to internet connectivity or software problems. Students can contact library tech support through email or phone, or they may visit the library for in-person assistance.
- **On-Site Library Services:** At the Union County Carnegie Library, students can access additional resources such as printers, computers, and study spaces. Library staff are available to assist students with finding materials, using library tools, and completing research.

COMMON CONTENT C – RESOURCE – STUDENT SUPPORT SERVICES

Student Support Services

- **Admissions:** Services provided by the USC Union Office of Admissions are available to enrolled students at Clinton High School. Admissions support services will be available on site at Clinton High School as needed.
- **On-Campus Help & Activities:** Provides opportunities for students to get involved and have resources available to them across campus.
- **Bookstore:** The USC Union campus bookstore is located on Main Street on the USC Union campus. Students at high school sites may pre-order their textbooks through the bookstore website and books will be delivered to Clinton High School for student pick up.
- **Opportunities Bulletin Board:** This is a place for events, fellowship, job postings, announcements and learning opportunities for graduate students.
- **Technology & IT Support:** provides support for computer, technology, IT-related issues, and Blackboard.
- **Student Academic Success Center and Writing Lab:** resources for enhancing academic performance and refining writing skills. Services are available in-person or virtually and are tailored to help students excel in their studies. From coursework support to refining writing skills, the Student Academic Success Center provides personalized guidance.
- **Library Services:** Library services are provided by the Union County Carnegie Library located at 300 E. South Street. The library offers all the services as a typical county library as well as a university library. The University library also has a great resource for finding out how to cite materials.
- **Palmetto College iCarolina Labs:** For students in the Union, SC area, the Palmetto College iCarolina Lab at the Union County Carnegie Library, as well as the Student Academic Success Center at USC Union, provides computers for use in case of any computer issues. For those in the Laurens, SC area, USC Union at the Laurens location, along with the Palmetto College iCarolina Labs in the Laurens County Library and Clinton Public Library, offers computers for use in case of computer issues.
- **Mental Health Resources:** All these services are offered at no cost:
 - **Psychological Services Center:** We have a dedicated provider from USC Columbia's PSC on campus in Union every Monday and with some remote/virtual availability beyond that.
 - **Uwill:** Offers students free immediate access to teletherapy, a direct crisis connection, and wellness programming through its easy-to-use online platform. Uwill is Private. Secure. Confidential. Uwill also offers students a direct crisis connection. If a student is experiencing a mental health crisis, help is available 24/7/365.
 - **MyGroup Student Assistance Program:** This is another 24/7 virtual option for mental health and other related services. Students can call their number at any time of day as well to talk with a live person who can help direct them to the help that they need. This also includes up to 3 free counseling sessions with a licensed mental health provider (in person or remote) per issue, for an unlimited number of unique issues.

- **International Student Services:** Provides support, advising and programming for international students who currently study at USC.
- **Financial Aid Counseling and Veterans Services:** 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 Clinton High School as needed.
- **Student Disabilities Services:** The Office of Student Disability Services empowers students to manage challenges and limitations imposed by disabilities. Our professionally trained staff provides students with exceptional services as they transition to college or continue their studies at the university. The office serves students with learning, physical, health, or psychiatric disabilities in managing the varying demands of the university experience. In addition to serving students, the staff assists the USC Union community in making programs, services, and activities accessible for everyone.

COMMON CONTENT C – RESOURCE – PHYSICAL RESOURCES

Physical Resources

Clinton 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 occupies 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 Clinton High School location will not have a substantive impact on existing programs and services.

COMMON CONTENT C – RESOURCE – FINANCIAL RESOURCES

Financial Resources

The financial resources for expanding the program to offer more than 50% of the courses at Clinton High School will primarily be provided through tuition funding. The projected revenue is based on the current High School Lottery Tuition Assistance Program (HSLTAP) rate of \$75 per credit hour, alongside anticipated student enrollment.

- **Projected Revenue:** As more students take advantage of the opportunity to complete over 50% of the program at Clinton High School, tuition revenues are expected to increase. Based on current projections, revenues could reach up to \$84,000 annually. These funds will be used to cover costs associated with program delivery and support services.
- **Expenditures:** The primary expenses related to the expansion include program administration, faculty, and staff salaries, which are expected to total approximately \$79,800 annually. These costs will cover the program administration and faculty and staff salaries.
- **No External Contractual Services:** Currently, no budget resources are allocated for external contractual services or support for the Clinton High School location, as the program is intended to utilize existing resources and staff to minimize additional costs.

The program has developed a contingency plan to address potential financial shortfalls or cost overruns, ensuring its continued operation and long-term sustainability. To diversify revenue, the program aims to increase enrollment at the Clinton High School location through active promotion, thereby generating higher tuition revenue. Most of the necessary resources for the program at this site are already in place. Enrollment projections are intentionally conservative and based on anticipated demand. The University does not need to hire new faculty to support this location, as existing faculty are sufficient to meet instructional needs. Consequently, if enrollment numbers decline, the University can scale back the number of course sections offered at the site. These strategies are designed to mitigate financial risks while maintaining high-quality educational services.

Clinton High School Projected Budget

Sources of Financing by Year				
Category	Year 1	Year 2	Year 3	Total
Tuition Funding	\$84,000	\$84,000	\$84,000	\$252,000
Other Funding				
Total Revenue	\$84,000	\$84,000	\$84,000	\$252,000
Estimated Costs Associated with Implementing the Program by Year				
Category	Year 1	Year 2	Year 3	Total
Program Administration and Faculty and Staff Salaries	\$79,800	\$79,800	\$79,800	\$239,400
Facilities, Equipment, Supplies, and Materials				
Library Resources				
Other (<i>allocated support costs</i>)				
Total Expenses	\$79,800	\$79,800	\$79,800	\$239,400
Net Total (<i>Sources of Financing Minus Estimated Costs</i>)	\$4,200	\$4,200	\$4,200	\$12,600

Common Content D – Institutional Evaluation and Assessment Processes

Assessment of all academic courses is done through course evaluations, onsite observations, and through the University of South Carolina Assessment procedure. The general education curriculum for all undergraduate students is expressed in the University's Carolina Core. The assessment of the Carolina Core is collectively managed by faculty, the Office of the Provost, the Office of Institutional Research, Assessment, and Analytics, and Palmetto College. To confirm that students are learning what they need to be successful in their careers, student performance is measured against learning outcomes, and the results are then reviewed, and improvements are developed.

Student learning outcomes assessment is a university priority and responsibility. Specifically, university policy *ACAF 3.00: Assessment of Student Learning (Appendix M)*. 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 constitute 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 serves in a quality assurance capacity by reviewing and providing feedback on all degree program assessment plans in accordance with SACSCOC standards.

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
Nation Ford High School	1400 AO Jones Boulevard, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
White Knoll High School	5643 Platt Springs Road, Lexington, SC 29073	5/12/2023		AA, AS	Yes
Catawba Ridge High School	1180 Fort Mill Pkwy, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Lexington High School	2463 August Highway, Lexington, SC 29072	5/12/2023		AA, AS	Yes

Fort Mill High School	215 N. Hwy 21 Bypass, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Grey Collegiate Academy	3833 Leaphart Road, Columbia, SC 29169	8/18/2023	1/1/24	AA, AS	Yes
Clover High School	1625 State Highway 55 East, Clover, SC 29710	4/5/2024	8/1/24	AA, AS	Yes

Appendix C

- [USC Union](#)
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My USC Union »

Mission and Vision

USC Union Mission Statement

- **Approved by the Board of Trustees - October 13, 2023**
- **Approved by the SC Commission on Higher Education - December 18, 2023**
- **Next Board of Trustees Scheduled Review - October 2027**

The Union regional Palmetto College campus is a branch campus of the University of South Carolina Columbia. Union has as its mission to provide higher education and intellectual leadership, contributing to the primary mission of the University of South Carolina System so stated as “outstanding education, research, creative activity, community engagement, and service that drives community and economic impact or the benefit of the state, nation, and world.” 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. The Union regional Palmetto College campus offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University of South Carolina System and throughout life.

The Union regional Palmetto College campus 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. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, 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 University of South Carolina System institutions. The Union regional Palmetto College campus 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 noncredit 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 the Union regional Palmetto College campus. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, Union promotes courses, activities, and attitudes that instill in students a thirst to continue learning throughout life.

The Union regional Palmetto College campus 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.

Appendix D



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 that reads "Kevin W. Sightler". The signature is fluid and includes a long horizontal flourish at the end.

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 E



QuickFacts

United States; South Carolina; Laurens County, South Carolina

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

Enter state, county, city, town, or zip code

-- Select a fact --



Table

All Topics

United States

South Carolina

Laurens County, South Carolina

Median households income (in 2023 dollars), 2019-2023	\$78,538	\$66,818	\$55,517
--	-----------------	-----------------	-----------------

PEOPLE

Population

Population estimates, July 1, 2024, (V2024)	340,110,988	5,478,831	70,545
Population estimates base, April 1, 2020, (V2024)	331,515,736	5,118,252	67,527
Population, percent change - April 1, 2020 (estimates base) to July 1, 2024, (V2024)	2.6%	7.0%	4.5%
Population, Census, April 1, 2020	331,449,281	5,118,425	67,539
Population, Census, April 1, 2010	308,745,538	4,625,364	66,537

Age and Sex

Persons under 5 years, percent	5.5%	5.4%	5.6%
Persons under 18 years, percent	21.7%	21.3%	21.7%
Persons 65 years and over, percent	17.7%	19.3%	19.2%
Female persons, percent	50.5%	51.4%	51.4%

Race and Hispanic Origin

White alone, percent	75.3%	69.0%	72.5%
Black alone, percent (a) (a)	13.7%	26.0%	24.2%
American Indian and Alaska Native alone, percent (a) (a)	1.3%	0.6%	0.5%
Asian alone, percent (a) (a)	6.4%	2.0%	0.6%
Native Hawaiian and Other Pacific Islander alone, percent (a) (a)	0.3%	0.1%	0.2%
Two or More Races, percent	3.1%	2.3%	1.9%
Hispanic or Latino, percent (b) (b)	19.5%	7.5%	6.9%
White alone, not Hispanic or Latino, percent	58.4%	62.9%	67.0%

Population Characteristics

Veterans, 2019-2023	16,569,149	344,530	3,479
Foreign-born persons, percent, 2019-2023	13.9%	5.6%	3.9%

Housing

Housing Units, July 1, 2024, (V2024)	146,770,711	2,531,444	32,914
Owner-occupied housing unit rate, 2019-2023	65.0%	71.4%	70.7%
Median value of owner-occupied housing units, 2019-2023	\$303,400	\$236,700	\$153,500
Median selected monthly owner costs - with a mortgage, 2019-2023	\$1,902	\$1,475	\$1,163
Median selected monthly owner costs -without a mortgage, 2019-2023	\$612	\$433	\$377
Median gross rent, 2019-2023	\$1,348	\$1,126	\$847
Building Permits, 2024	1,478,000	47,072	621

Families & Living Arrangements

Households, 2019-2023	127,482,865	2,070,390	26,291
Persons per household, 2019-2023	2.54	2.45	2.49
Living in the same house 1 year ago, percent of persons age 1 year+ , 2019-2023	87.3%	86.9%	87.8%
Language other than English spoken at home, percent of persons age 5 years+, 2019-2023	22.0%	8.2%	5.7%

Computer and Internet Use

Households with a computer, percent, 2019-2023	94.8%	93.7%	
Households with a broadband Internet subscription, percent, 2019-2023	89.7%	86.8%	

Is this page helpful?



Education			
i High school graduate or higher, percent of persons age 25 years+, 2019-2023	89.4%	89.6%	83.7%
i Bachelor's degree or higher, percent of persons age 25 years+, 2019-2023	35.0%	31.5%	17.9%
Health			
i With a disability, under age 65 years, percent, 2019-2023	9.1%	10.1%	12.3%
i Persons without health insurance, under age 65 years, percent	▲ 9.5%	▲ 11.1%	▲ 12.7%
Economy			
i In civilian labor force, total, percent of population age 16 years+, 2019-2023	63.0%	59.6%	56.8%
i In civilian labor force, female, percent of population age 16 years+, 2019-2023	58.7%	55.8%	53.0%
i Total accommodation and food services sales, 2022 (\$1,000) (c)	1,196,315,575	17,879,711	92,748
i Total health care and social assistance receipts/revenue, 2022 (\$1,000) (c)	3,330,304,719	38,362,166	193,407
i Total transportation and warehousing receipts/revenue, 2022 (\$1,000) (c)	1,316,303,546	11,374,736	38,808
i Total retail sales, 2022 (\$1,000) (c)	6,974,691,329	102,257,745	640,159
i Total retail sales per capita, 2022 (c)	\$20,928	\$19,356	\$9,421
Transportation			
i Mean travel time to work (minutes), workers age 16 years+, 2019-2023	26.6	25.6	25.3
Income & Poverty			
i Median households income (in 2023 dollars), 2019-2023	\$78,538	\$66,818	\$55,517
i Per capita income in past 12 months (in 2023 dollars), 2019-2023	\$43,289	\$37,993	\$28,728
i Persons in poverty, percent	▲ 11.1%	▲ 13.9%	▲ 16.7%
BUSINESSES			
Businesses			
i Total employer establishments, 2022	8,298,562	120,769	974
i Total employment, 2022	135,748,407	2,013,315	17,509
i Total annual payroll, 2022 (\$1,000)	8,965,035,263	102,955,987	789,979
i Total employment, percent change, 2021-2022	5.8%	4.0%	-2.2%
i Total nonemployer establishments, 2023	30,427,808	445,689	4,442
i All employer firms, Reference year 2022	5,876,787	84,727	681
i Men-owned employer firms, Reference year 2022	3,633,787	53,664	382
i Women-owned employer firms, Reference year 2022	1,309,282	18,824	148
i Minority-owned employer firms, Reference year 2022	1,326,462	12,343	75
i Nonminority-owned employer firms, Reference year 2022	4,230,881	66,777	476
i Veteran-owned employer firms, Reference year 2022	273,542	6,059	53
i Nonveteran-owned employer firms, Reference year 2022	5,275,279	71,992	464
GEOGRAPHY			
Geography			
i Population per square mile, 2020	93.8	170.3	94.7
i Population per square mile, 2010	87.4	153.9	93.2
i Land area in square miles, 2020	3,533,038.28	30,064.28	712.87
i Land area in square miles, 2010	3,531,905.43	30,060.70	713.80
i FIPS Code	1	45	45059

[About datasets used in this table](#)

Value Notes

▲ Methodology differences may exist between data sources, and so estimates from different sources are not comparable.

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 **i** icon to the left of each learn about sampling error.

The vintage year (e.g., V2024) refers to the final year of the series (2020 thru 2024). Different vintage years of estimates are not comparable.

Users should exercise caution when comparing 2019-2023 ACS 5-year estimates to other ACS estimates. For more information, please visit the [2023 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

Is this page helpful? ✕

Yes **No**

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 a
- 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 Est Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

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Measuring America's People and Economy

Is this page helpful? ✕

 [Yes](#)  [No](#)

Appendix F



QuickFacts Laurens County, South Carolina

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

Enter state, county, city, town, or zip code

-- Select a fact --



Table

All Topics



Laurens County,
South Carolina

Median households income (in 2023 dollars), 2019-2023 \$55,517

PEOPLE

Population

Population estimates, July 1, 2024, (V2024)	70,545
Population estimates base, April 1, 2020, (V2024)	67,527
Population, percent change - April 1, 2020 (estimates base) to July 1, 2024, (V2024)	4.5%
Population, Census, April 1, 2020	67,539
Population, Census, April 1, 2010	66,537

Age and Sex

Persons under 5 years, percent	5.6%
Persons under 18 years, percent	21.7%
Persons 65 years and over, percent	19.2%
Female persons, percent	51.4%

Race and Hispanic Origin

White alone, percent	72.5%
Black alone, percent (a) (a)	24.2%
American Indian and Alaska Native alone, percent (a) (a)	0.5%
Asian alone, percent (a) (a)	0.6%
Native Hawaiian and Other Pacific Islander alone, percent (a) (a)	0.2%
Two or More Races, percent	1.9%
Hispanic or Latino, percent (b) (b)	6.9%
White alone, not Hispanic or Latino, percent	67.0%

Population Characteristics

Veterans, 2019-2023	3,479
Foreign-born persons, percent, 2019-2023	3.9%

Housing

Housing Units, July 1, 2024, (V2024)	32,914
Owner-occupied housing unit rate, 2019-2023	70.7%
Median value of owner-occupied housing units, 2019-2023	\$153,500
Median selected monthly owner costs - with a mortgage, 2019-2023	\$1,163
Median selected monthly owner costs -without a mortgage, 2019-2023	\$377
Median gross rent, 2019-2023	\$847
Building Permits, 2024	621

Families & Living Arrangements

Households, 2019-2023	26,291
Persons per household, 2019-2023	2.49
Living in the same house 1 year ago, percent of persons age 1 year+ , 2019-2023	87.8%
Language other than English spoken at home, percent of persons age 5 years+, 2019-2023	5.7%

Computer and Internet Use

Households with a computer, percent, 2019-2023	89.5%
Households with a broadband Internet subscription, percent, 2019-2023	

Education

High school graduate or higher, percent of persons age 25 years+, 2019-2023	
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Is this page helpful? ✕



Appendix G

How has the population changed in Laurens County?

- How many people live in Laurens County?
- How has Laurens County's population changed over the years?
- How has Laurens County's racial and ethnic populations changed?
- How old is the population in Laurens County?
- How has the distribution of ages in Laurens County changed?
- How have the age and sex demographics of Laurens County changed?

What's the size of the US population and how has it changed?

Source: [Census Bureau](#)

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How old is the population in Laurens County?

Among six age groups — 0 to 4, 5 to 19, 20 to 34, 35 to 49, 50 to 64, and 65 and older — the **65+** group was the fastest growing between **2010** and **2022** with its population **increasing 29.5%**. The **35 to 49** age group **declined the most dropping 14.2%** between **2010** and **2022**.

Population by age in Laurens County



Source: [Census Bureau](#)

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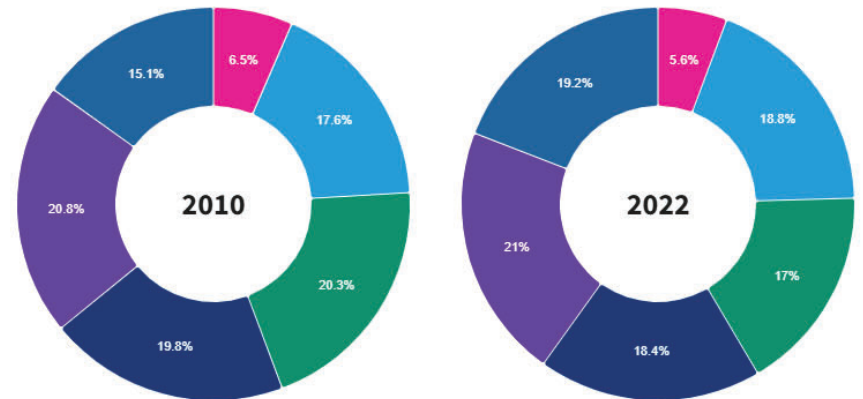
- How has the population changed in Laurens County?
- How many people live in Laurens County?
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 - How old is the population in Laurens County?
 - How has the distribution of ages in Laurens County changed?
 - How have the age and sex demographics of Laurens County changed?
- What's the size of the US population and how has it changed?

How has the distribution of ages in Laurens County changed?

Age makeup of Laurens County

The share of the population that is 0 to 4 years old **decreased** from **6.5%** in **2010** to **5.6%** in **2022**.

The share of the population that is 65 and older **increased** from **15.1%** in **2010** to **19.2%** in **2022**.



0 to 4 5 to 19 20 to 34 35 to 49 50 to 64 65+

Source: [Census Bureau](#)

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NATIONAL / South Carolina / Laurens County Year 2010 TO Year 2022

How has the population changed in Laurens County?

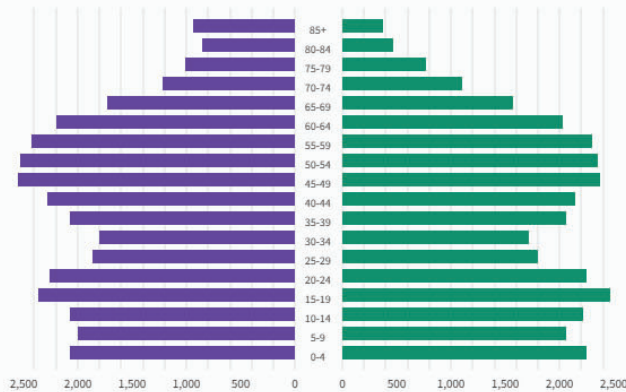
- How many people live in Laurens County?
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- How has the distribution of ages in Laurens County changed?
- How have the age and sex demographics of Laurens County changed?

What's the size of the US population and how has it changed?

How have the age and sex demographics of Laurens County changed?

These population pyramids group the populace by age and sex (**female** and **male**). A wider pyramid base means that the population is young. A wider top means that the population is older.

Total population in 2010



Total population in 2022



Source: [Census Bureau](#)

Appendix H



UNIVERSITY OF
South Carolina
UNION

A Regional Palmetto College

FO Minutes
January 17, 2025 – 11:00 AM
Whitener Building, Community Room

Online attendance:

Caroline Wilson
Sarah Carter
Niell Hance
Joe Anderson
Steve Lowe
Sandy Phillips-Long
Ashley Rabanal
Christine Sixta-Rinehart
Tekla Johnson
Katie Klik
Jennifer Triplett
Emily Schafer

In-person attendance:

David Mitra
Sarah Heuss
Maggie Aziz
Randy Lowell
Carolyn Conley
Andrew Kettler
Steve Lownes
Lynn Edwards
Courtney Pinnell
Allan Charles
Debbie Hudson
Avery Fouts
Lee Morris
Randy Ivey

Future meeting dates:

February 28th at 11 am

March 21st at 11 am

May 2nd at 9 am

Dr. Avery Fouts performed Dr. Pisano's duties for the meeting and called the meeting to order at 11:00 AM.

Minutes from October 11 meeting:

A motion was made to approve the October 11 minutes and was passed with all in favor.

Dean's Report: Dr. Randy Lowell

Dr. Lowell's report is attached to these minutes.

A discussion was held regarding the proposed plan for a Civic Center. It was noted that the center would be used for graduation ceremonies, vocational purposes, sporting events, and for providing office space and recreational use. Dr. Lowell pointed out the center would also benefit Union County.

Education Coordinator, Cari Conley: opportunity with a local school

Dr. Aziz introduced Dr. Conley. Dr. Conley then gave her remarks regarding the 2+2 fast track teaching program in education. Items of note are:

- This program has students study at the Union Campus for two years and finish their education degree at the Upstate campus for the last two years.
- Dr. Conley suggested that the program be expanded to other schools in the Upstate.
- The goals of the program include bringing more students to the Union campus and providing qualified teachers for Union County.
- The faculty was asked to recommend good students for the program.
- It was proposed to give workshops for local teachers in the Summer and that Summer camps be held for students.
- Foster Park Elementary needs tutors. We (our students) are already tutoring in Jonesville.
- PCAM 299 was suggested as a course for our students to take.
- It was brought up that USCU would pay for exams that education majors must take only for those doing the last two years at Upstate.
- It was asked if USCU courses would serve as adequate prerequisite courses for a variety of schools. Dr. Aziz stated that no problems have been encountered with Upstate and that Upstate considered prerequisites on a case by case basis.

Academic Dean's Report: Dr. Maggie Aziz

Dr. Aziz's report is attached. Announcements and concerns raised after her report include:

- Recommendations for nursing students need to be submitted by March 1st, 5 pm.
- A concern was raised regarding dual enrollment students registering for class promptly.

Committee Reports and other Business

New course Survey Tool:

A discussion on the new survey tool was held. Shortcomings of the old tool were pointed out. These include the fact that the old tool counts all questions (including those that do not directly relate to instruction) towards the global index.

Announcement:

Dr. Schafer asked to mark our calendar for Liyi Noshi's visit during 2/24- 2/28.

Announcement:

Dr. Johnson announced that the Grievance Committee is working on their task and plan to give a new faculty survey concerning forming a grievance committee.

Announcement:

Dr. Lownes asked for two volunteers for reviewing applications for the PC awards. Dr. Carter and Professor Rabanal volunteered and were selected for the task. Dr. Klik plans to meet in mid February to discuss the results.

FO Secretary replacement for Spring:

Dr. Mitra volunteered and was selected to perform the FO secretary's duties for the rest of the Spring semester.

Announcement:

In the interest of saving time, Dr. Aziz suggested that faculty accomplishments be put in the minutes as an addendum, rather than being read in the meeting.

Announcement:

Lynn Edwards announced that the Medical Center is to open on May 11th.

Future FO meetings:

The times for future meetings in the Spring, as given on the first page of these minutes, were agreed upon.

At 1:02 PM the meeting was adjourned.

Submitted by:

David Mitra, interim FO Secretary

Attachments:

- Dean's Report
- Academic Dean's Report
- AI Education Press Release (referenced in Dean's Report)

Randy Lowell, USC Union
Dean's Report
January 17, 2025

Spring enrollment, as of yesterday, is well ahead of last year's record high headcount for a Spring semester, at 1,301 (compared to 1,244 at freeze last Spring, up 4.58%), and 6 behind last Spring's FTE, at 727 (compared to 733 at freeze last Spring). Freeze this semester will be sometime in March, so we still have an opportunity to add to this enrollment number for Spring, primarily with any new students starting with us for the Spring II session.

We are a higher education affiliate of the Western Piedmont Education Consortium (WPEC) of school districts in this region of the upstate. WPEC held their annual High School Academic Challenge competition finals at Clinton High School back in November, as they prepare to host the statewide tournament this Spring at Lander. For the competition in November, I had the honor of presenting the trophies to the competition winners that night, as we had also served as sponsor for that competition by covering the cost of those trophies.

Shout out to our Education Coordinator, Cari Conley, for her work on a \$300,000 grant proposal to the Appalachian Regional Commission (ARC) to partner with the Union County School District on the creation of a STEM bus that could serve kids county-wide. The pre-application was successful and ARC invited submission of the full application to be submitted next month.

Welcome to some of our other recent hires, including new full-time Quality Assurance Technician in our IT Department, Brian Smith; our new Women's Soccer Head Coach, John Mills; and our new Women's Volleyball Head Coach, Kristie Kendall. We are also talking to a candidate this afternoon for the Cross Country Head Coach position this afternoon, in addition to the active searches in process for multiple faculty positions.

USC Columbia's College of Information and Communications have developed two 90-minute AI-related courses to deliver for free at iCarolina Labs around the state, including here in Union at the Carnegie Library iCarolina Lab. On 1/27 from 6:00-8:00pm it will be Generative AI for Beginners, and on 1/29 from 6:00-8:00pm it will be Utilizing AI in Your Business. See attached press release for more details and contact Sarah Nardi (nardis@sc.edu) if you have any questions. This is open to anyone to sign up for, but they are looking for participants to register ahead of time. The more we can help to fill the seats on these first couple, the more likely that they will continue to develop and deliver more of these types of free trainings right here in Union in the future.

On 2/28 and on 3/14, from 10am until 2pm, we are partnering with United Way of the Piedmont and VITA to have them on campus in the Family Life building's Art classroom, where they will provide free tax preparation services for anyone from the campus or community who signs up for an appointment with them during those hours. There is a household income cap on this free service, which in the past has been around \$60,000, I believe. This may be a great resource for some of our students who are looking to get some help with their taxes right here on campus. Once they have provided additional information about how to sign up for an appointment, or have created a flyer to share, we will get that out to campus as well.

As we get the semester going, the Research Club will get some meetings and activities onto the calendar for the Spring. If you would like to be included on all of the planning communications and meeting invites for the club, send me a message so that I can remember to copy you on those.

Some campus project updates include the following:

Main Building renovation continues to make progress, still looking to have that put-back work completed sometime toward the end of the Spring semester.

The softball field has recouped some of the time that had been lost to the hurricane last semester, working quickly to have much of the new above-ground infrastructure and facilities fairly far along, and aiming to be ready mid-Spring for the team to use.

Some improvements have been made at the Laurens Location in Clinton, including some new classroom furniture, a new weight room, a new student study/success center space, and some other aesthetic updates around the space that we are utilizing. Additional capital project money is ready to spend there as we move forward this semester, including in the kitchen/cafeteria for our new HRSM partnership, bathrooms, gym for boat storage, fire safety, and golf facilities.

The Truluck Gym capital project will be getting started in early February, after the Sankofa event. This will include putting in a brand new gym floor and creating an office space in the gym. The estimated timeline on this work is approximately 4 months.

Preservation SC had contracted with Bennett Preservation Engineering to do a series of studies on the Dawkins House to determine feasibility of restoration and, once they had deemed that to be possible, they then created a stabilization plan for the house's structure. They have now contracted Huss to initiate that stabilization work, which will begin soon. The long-term plan is still for that house to be restored and converted into an Alumni House for the campus.

On Tuesday next week, I will attend the USC System Budget Request presentation to the House Ways & Means Higher Education Subcommittee by President Amiridis on behalf of the system campuses. The USC Union portion of that budget request for the upcoming 25-26 fiscal year includes reoccurring operating tuition mitigation funding to offset not raising tuition for students, as we have done as a system for the last 6 years now. It also includes a request for around \$7.5 million to put toward a variety of capital projects in Union and Clinton to continue to make needed campus improvements, and a request for \$11 million to put toward Phase I of a special project to build a new Civic Center on campus in Union. This budget request will be considered by HWM before going to the full House, and then on to Senate Finance and the full Senate, and finally to the joint Conference Committee to negotiate any discrepancies between the two. We will know the outcome of our request sometime this summer, possibly into July.

Boudreaux is finalizing their final draft of our updated Campus Master Plan, so we should have that from them in the coming weeks to begin distributing.

Start of the Semester Information
Academic Affairs
Spring 2025

IMPORTANT CONTACT INFORMATION

Majdouline Aziz: azizma@mailbox.sc.edu
Amber Ivey: ai1@mailbox.sc.edu
Nikki Cromer: auton@email.sc.edu

SPRING 2025 ACADEMIC CALENDAR

Event	Date
Classes Begin	Jan. 13, Monday
Dr. Martin Luther King, Jr. Service Day (no classes)	Jan. 20, Monday
Last day to change/drop a course without a grade of "W" being recorded (Part of Term 30)	Jan. 21, Tuesday
Midpoint in Semester	March 6, Thursday
Spring Break (no classes)	March 9 - 16, Sunday - Sunday
Last day to drop a course or withdraw without a grade of "WF" being recorded (Part of Term 30)	March 31, Monday
Awards Day	April 11, Friday
Last Day of Classes	April 28, Monday
Reading Day	April 29, Tuesday
Final Examinations (includes exams on Saturday)	April 30 - May 7, Wednesday - Wednesday
Commencement Exercises in Union	May 3, Saturday

UPDATES

Advisor Training will be held on Friday, February 21 at 9:00 am. Location to be determined. Light breakfast and boxed lunch will be provided.

Awards Night will be held on Friday, April 11 at 6:00 pm at Main Street Junction. If a time change is warranted, I will let the faculty know ASAP.

Teacher of the Year Voting will be organized by Dr. Steve Lownes. Voting dates will be announced soon.

Welcoming New Staff:

Cari Conley, Education Coordinator

Cari recently joined USC Union as the Education Coordinator, where she is spearheading the development of our new partnership with USC Upstate, the 2+2 Fast-Track to Teaching program and building our education department from the ground up. With a strong focus on community engagement, Cari is passionate about creating pathways for aspiring educators and fostering connections between programs across all education levels. She brings a wealth of experience in strategic planning, program development, grant writing, and educational leadership, with a

vision to empower students and professionals alike. With experience spanning multiple fields in and adjacent to education, Cari brings a unique perspective and innovative approach to creating impactful programs. Cari envisions a future where Union County grows leaders in education who inspire and empower the next generation.

REAL Center Literacy Clinics: Revolve around Science of Reading. Great for any USCU student interested in becoming a teacher or just wanting a part-time job working with kids
\$12/hour
T/R 3-5pm
Feb 4-April 3 (not spring break)
8 Hours mandatory training
*Must let me know asap

PCAM 299- Independent Study: Great for students pursuing education or leadership degree or wanting to work with kids
In-person course Wednesdays at 9:30-10:50am
Field Experience in YMCA Afterschool program
Partnership with SC Afterschool Alliance

Foster Park Elementary Tutoring- volunteer opportunities are open to students or faculty/staff if available
Varying timeslots and age groups available
Start as soon as possible
45 min/week commitment goes a long way!

Summer Opportunities

Union County Teacher Workshops

Would love some ideas/input from faculty about workshops we may be able to provide our local teachers for continuing ed.

REAL Center Literacy Clinics likely to extend through summer

TWR 9-11am

Carnegie Library

Opportunities at YMCA Summer Camps

Part-time jobs

Math and English Literacy focus

Athletes leading some sports programming?

**More to come

Welcoming New Faculty:

Dr. Reginald O'Dell, Adjunct Instructor of History

Dr. O'Dell grew up in Ware Shoals, SC, and was a traveling musician in the 90s. They worked in the optical industry until 2016 and pursued higher education, earning an associate's degree in 2016, a bachelor's in political science from Clemson University in 2018, a master's in military history from SNHU in 2020, and a Doctorate in Education from the University of Phoenix in 2024. They are married with two children attending USC Upstate and are passionate about animals, particularly rescue dogs and cats.

Lee Chambers, Adjunct Instructor of Criminal Justice

Lee was born and raised in Union and is married with two daughters, one in college and one in high school. After graduating from Union High School in 2000, they joined the U.S. Navy at 17 and served during 9/11. They became a police officer in 2011, rising to Patrol Sergeant and serving on the Special Response Team. They earned a master's degree in criminal justice from

Columbia College in 2020. In 2019, they joined the Jonesville Police Department, where they currently serve as both the Town Administrator and Police Department Training Officer. They are also an adjunct instructor at USC Union.

Lauren Carrier, Adjunct Instructor of Biology

Lauren has been teaching for about 12 years and is excited to be teaching at USC Union.

Faculty Accomplishments:

Sarah Heuss

January 2025 Presentation - Led a panel presentation with 2 faculty and 3 undergraduate student collaborators for the Joint Math Meetings. Spectra Workshop: Accessibility & Inclusivity in a Math Classroom: Union & Intersection of LGBTQ+ and Disability

January 2025 Presentation - Participated as a panelist highlighting diverse career opportunities in mathematics at the Joint Math Meetings. Spectra Career Workshop

January 2025 Presentation - Delivered an invited talk as part of a special session honoring my frequent collaborator Pete Johnson on the occasion of his retirement. Representatives of special families

December 2024 Publication - Edited 290-page volume as part of a team, additionally served as a corresponding editor with the publisher. Springer Proceedings in Mathematics & Statistics (PROMS, volume 489)

Randy Ivey

November 2024 Publication - The Gift of Gab and Other Stories, a collection of short fiction from Green Altar Books (upcoming November 2024)

November 2024 Presentation - Podcast on the Gift of Gab with Leah Baldwin for the Bantam Gazette

November 2024 Presentation - Podcast on The Gift of Gab with Jerry McKee

December 2024 Publication - Story in Union County News published on The Gift of Gab

December 2024 Publication - Upcoming Publication in Raven Review - the poem "Vampire"

Andrew Kettler

November 2024 Book review of "Tempest" - For Journal of World History: Review of Tempest: The Royal Navy and the Age of Revolutions, by James Davey. Vol. 35 (3), 2024, p. 502-504.

November 2024 Book review of "Philosophy of the Tourist" - For Aigne – Journal of the College of Arts, Celtic Studies and Social Sciences, University College, Cork: Review of Philosophy of the Tourist, by Hiroki Azuma, Volume 10, 2024, 132-134.

November 2024 Book review of "Captivity's Collections" - For Environmental History: Review of Captivity's Collections: Science, Natural History, and the British Transatlantic Slave Trade, by Kathleen Murphy. Vol. 29 (4), p. 755- 756.

November 2024 Presentation - Chaired the Panel, "Film & Television II: Religion and Philosophy," at the Popular Culture Association of the South Conference, Greenville, SC.

November 2024 Presentation - "Mining the Infinity War: Disney, Warner Brothers, and the Agency of Stones," Presented at the Popular Culture Association of the South, Greenville SC.

November 2024 Presentation - "I'll Make You Shit!": Olfactory Othering, Bourgeois Percepticide, and the Necropolitics of Colonial Prisons," Presented at the North American Conference on British Studies, Denver, CO.

November 2024 Presentation - Chaired and Commentated on the Panel, "Biography and Latin American History," for the Southern Historical Association, Kansas City, MO.
November 2024 Presentation - Chaired and Commentated on the Panel, "British Remembering of Conflict: Stories of Forgetting and Selective Memory," for the Southern Conference on British Studies, Kansas City, MO.
December 2024 Blind Reviewer on MS for *Renaissance and Reformation*
December 2024 Nominated for USCU Shaw Award
December 2024 Presented at USCU Research Group - "Deny the Future"
January 2025 Starting Term as President of H-Net - <https://networks.h-net.org/>
January 2025 Book Review Editor - Edited Reviews for Sound Studies 10.2
January 2025 Published Review Essay on "Communicology" - "Communicology, the Technical Image, and the Threat of Authoritarian Impulses" - For H-JHistory: Review of Communicology: Mutations in Human Relations?, by Vilem Flusser
January 2025 Funded Grant - "Remembrance of the Bicameral Mind: Sensory Worlds at the Interface," Presented at the Modern Language Association Conference, New Orleans, LA.

Ashley Rabanal

October 2 – November 23 2024 Creative Work - Artwork featured in *PLY*, an exhibition examining the nuances of materiality in various media. The exhibition features the work of Zero Space Collective members, as well as additional invited artists (Lowe Mill ARTS, Huntsville, AL) <https://www.zerospacecollective.com/events>
November 2024 Publication - Three paintings published in Pile Press' ninth issue. Pile Press is a small independent press in Portland, Oregon. Issue 09. (2024). Pile Press, 27-28,59.
December 7 – January 4, 2025 Creative Work - Artwork was featured in *Porous*, an exhibition in Austin, TX, as part of an art exchange between Tiger Strikes Asteroid Greenville and ICOSA (both art collectives)
September 6 – October 26 2025 Creative Work - Paintings included in *Figures & Faces*, a group exhibition at the Good Art, Co. in Greenville, SC
January 2024-March 2025 Creative Work - Artwork exhibited in *THE NEW SOUTH 6*, a juried exhibition of artworks on paper at Kai Lin Art in Atlanta, GA

Dr. Tekla Johnson

2025 Publication - Short version of paper accepted for publication with revisions in National Council of Black Studies Annual Report.

Dr. Triplett

April 2025 Presentation - Paper accepted for presentation at the Southern Sociological Society meeting in April. Shedding the Reputation or Stacking Challenges?: Early Elementary Mobility Between School Types

Dr. Schafer

"I am excited to let you all know I received the Hubert H. Humphrey Fellows grant again this year, and we have officially made a match with our placement for the Fulbright Community College Residency Program for Spring 2025. Hopefully you remember our wonderful experience with the scholars from Africa last year, Florence and Sakhile. This year we have the honor of hosting Attorney Liyi Noshi of India. I'm particularly excited because we have such similar backgrounds with work in child trauma and racial discrimination."

Dr. Schafer and Dr. Klik

April 2025 Presentation - Evidence-based Faculty Engagement Initiatives as a Pathway to Student Success. American Association of Colleges and Universities (AAC&U) Conference on Learning and Student Success (CLASS). Round Table Format: Student success is closely tied to faculty engagement, with research showing that high-quality faculty-student interactions are critical to student retention, graduation rates, and overall well-being. However, while much focus has been placed on student factors, faculty engagement—particularly how it is shaped by the institutional climate—remains underexplored.

This session will present recent research on the relationship between faculty perceptions of their work environment, leadership, and their levels of engagement. Based on a 2023 survey of faculty members, the study highlights how campus social and work environments influence faculty well-being, organizational commitment, and ultimately student success. The findings reveal that faculty autonomy alters the direct influence of leadership, with campus climate and organizational identification playing pivotal roles in shaping engagement.

Athletic Accomplishments:

Golf

10/31/24 - The golf team traveled to Bristol Tennessee to compete in their third tournament of the season. They finished 9th out of 13 teams. Carson Williams finished 17th overall.

11/15/2024 - Finished up the gun rifle fundraiser.

5 out of 7 players had a 3.0 or higher GPA with the final team GPA being 3.56

Rifle

11/2/2024 - Keagan Dean took first place in her third ever Smallbore Metric Position match firing her first ever Smallbore Metric Position Outdoor Master score of 1089 out of a possible 1200, a "career best." 89% is the bottom line in the Metric Position shot outdoors.

11/2/2024 - Mekayla Baker fired a "career best" score of 1025 in her third-ever Metric Position Smallbore match.

Final team GPA was 2.5

Baseball

11/4/2024 - The USC Union baseball team started their calendar fundraiser.

11/9/2024-11/10/2024 - World Series Fundraiser began and parents were allowed to come out and support the team.

36 out of 52 players had a 3.0 or higher GPA with the final team GPA being 3.19

Softball

11/7/2024-11/11/2024 - Coach Royce and Kevin went over to Las Vegas to recruit. Talked to 5 different girls from out west that will possibly be coming on visits in the near future.

1/8/2025 - 17 out of 18 players had a 3.0 or higher GPA with the final team GPA being 3.78

Soccer

11/13/2024-11/14/2024 - Marc began to take all new freshman international freshmen to get their social security cards so they would possibly have a chance to work at USC Union.

1/8/2025 - 17 out of 23 players had a 3.0 or higher GPA with the final team GPA being 3.14

Bass Fishing

11/15/2024 - Finished up the gun rifle fundraiser.

19 out of 24 players had a 3.0 or higher GPA with the final team GPA being 3.32

Volleyball

7 out of 8 players had a 3.0 or higher GPA with the final team GPA being 3.56
The New Head Volleyball Coach has accepted the position.

Nursing:

Received a \$10338 grant from the Chester Healthcare Foundation to purchase two new beds and additional lab supplies.

In Spring 2025, six seniors and 10 juniors will return for the upper division.

The upper division application cycle for Fall 2025 Nursing Students opened on January 1, 2025.

All application pieces are due to Lynn or Courtney by 5 p.m. on March 1st. Late applications will not be considered. Faculty, please send in any references to Lynn or Courtney before 5 p.m. on March 1st.

Andrew Kettler:

The Fresh Food Pantry deliveries are continuing in the spring, although are now monthly due to the lack of crops in the winter. A drop off was on Thursday the 16th for the list of students from the fall. The drop-off for February may expand to new students as well. Be on the lookout for e-mails if more students are needed to fill out quota.

Vector training for the spring was successful relative to other PC campuses. The closest number we can get to a final figure through the system offers that 34% of students at Union completed the training in the Fall. Thank you to those who assisted with getting students to complete their trainings.

The Spring extracurricular schedule will fill up quickly with events through Student Life. We are hosting a Job Fair, most likely in April, and please email if you know of any local businesses that might have interest in participating. We are looking to host an event for Denim Day on April 30 and are in contact with Safe Passage on setting up what that might look like for the campus.

If anyone has any students who have offered that they have interest in medical school, please let Andrew know, as he will be attending the P3 meeting in Greenville next week and can provide information to students on how to get on the track from Union to medical school in Greenville. The program provides significant funding for disadvantaged students.

The History Suite is becoming a Humanities Study Center over the next few months. As such, we have a television, films, and books for students already set up. We are bringing in new shelves and more desks and chairs, as well as a computer for students to have a specific study center in Central Building. Any professors who would like to donate books, journals, DVDs, or anything else students might enjoy using for their studies, feel free to drop them off in the history suite.

Hiring Committees: Biology, Political Science, Psychology, and Spanish searches are ongoing. If you are serving on any of these committees, please begin the process as soon as possible so that we can ensure to have candidates identified and hired by Fall 2025.

Transfer Pathways:

USC Union – USC Upstate: Fast Track to Teaching (Finalized)

USC Union – USC Columbia: HTMT (Finalized)

USC Union – USC Columbia: Pharm.D. (in-progress)

USC Union – USC Columbia: ENTR (in-progress). This pathway provides students with the opportunity to fulfill all, if not most, of the requirements for the Entrepreneurship minor before transferring to Columbia. The minor will be awarded upon completion of their bachelor's degree at Columbia, but they can complete all the requirements before transferring.

USC Union – USC Columbia: Management (in-progress). I met with the department chair of the Management Department at USC Columbia's Darla Moore School of Business to discuss transfer pathways in management, specifically in entrepreneurship and human resources.

First-Year Freshman Recovery Program:

Launched this semester with 15 students contacted. This program has four components:

Academic Success Plan

The student must meet with their academic advisor as soon as possible to develop an Academic Success Plan. This plan will be tailored to their individual academic needs and goals. After the meeting, the plan must be signed by the student and their advisor, and a copy must be submitted to the University Registrar at bentleyt@mailbox.sc.edu.

Monthly Academic Wellness Check

The Student will meet with their advisor once a month to check on their academic progress. These meetings will help ensure they stay on track with their success plan. After each meeting, their advisor will complete the Monthly Academic Wellness Check Form and submit it to the University Registrar by the end of the semester.

Mid-Semester Progress Report (Faculty Evaluation)

The student is required to have each of their professors complete a Mid-Semester Progress Report for each course they are taking. These reports are to be submitted to their advisor by the second Monday following Spring Break. It is their responsibility to collect these reports from their professors and ensure they are submitted on time.

Professor-Student Check-In

The student must schedule at least two meetings (one before Spring Break and the other before the last day of classes) with each of their professors during the semester (either in-person or virtual, if applicable). During these meetings, the professors will complete a Professor-Student Check-In Form, which the student will then submit to their advisor before the last day of finals.

If students complete all the requirements outlined in their Academic Success Plan, they will be eligible for a \$500 scholarship, which will be applied towards tuition for the Fall 2025 semester at USC Union.

Attendance Tracking in Blackboard:

To remain eligible for Federal Title IV Financial Aid funds, the University of South Carolina is required to verify that students who are receiving Title IV aid have attended or participated at least once in the courses for which they are enrolled.

To make this process easier, students and instructors will both be able to verify attendance with the "Attendance Tracking for Title IV Aid Recipients" system in Self-Service Carolina beginning in Summer 2024.

For instructors, this will include a pre-designed attendance verification quiz in Blackboard. All courses will have this quiz, so please do not remove it.

Using the quiz is a simple way to complete the attendance verification.

If you offer students tests, quizzes, assignments and discussion threads in Blackboard, the verification of attendance/participation will automatically be updated in Banner if a student completes the task.

If Blackboard options are not suitable, attendance can be manually updated by instructors in the Banner Attendance Tracker module.

The module can be found in the faculty menu of Self-Service Carolina and has a similar look and feel to Banner Grade Entry, but it includes a calendar of class meetings on which faculty can easily mark participation.

The system also has a "Select All" feature to indicate that all students on the Class Roll are participating on a given day.

If a class has a laboratory or recitation led by a Graduate Assistant, an instructor can delegate Attendance Tracking to that individual. Attendance Tracking can be completed by graduate assistants that are assigned as secondary instructors.

Verification should occur within the first two weeks of a course in part of term 30 or within the first 12% of

course meeting times in a shorter part of term.

CCSSE:

This spring, USC Union will be participating in the Community College Survey of Student Engagement (CCSSE), a national survey of institutional practices and student behaviors. CCSSE is an initiative of CCSSE at the University of Texas Austin. This assessment tool will provide information on student engagement and is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and retention. Survey data will be used for feedback to the campus and faculty/staff related to how our students are engaging with the campus, which contribute to learning, retention, and successful completion of degree requirements. Results will assist our campus in strategic planning and SACSCOC accreditation and allow us compare engagement across the PC campuses.

The survey will be administered during the spring academic term (March through April). Note: depending on timely receipt of survey packets from UT-Austin, it may be possible to administer surveys prior to the start of spring break.

It will be administered in the classroom as a pencil-and-paper survey to students in randomly selected credit courses.

Faculty are not responsible for administering the surveys. The administration of the surveys will be handled by designated staff on campus. I will reach out to those selected as staff administrators in a separate email.

Historically, the survey has taken up to 45 minutes for students to complete within the classroom. Therefore, survey administration will take up an entire class period for selected course sections. Should your course section(s) be selected, faculty are not required to participate, although they are strongly encouraged so that the campus receives useful student data for reasons stated above. Faculty teaching full-term F2F courses may choose to build in "wiggle-room" in their syllabi in case one or more of their sections are selected and/or record and upload lectures for selected sections as they are notified. If faculty choose to have their selected sections participate, there is no need to inform students that it will be taking place to ensure maximum attendance during those class periods.

Faculty of selected course sections will be notified shortly after the first add/drop period of the spring semester (mid-January).

PURE Grant:

The Palmetto Undergraduate Research Experience Grant will be offered again this summer. Please begin identifying a student whom you would like to work with on this paid research experience during Summer 2025. More details to come.

Dual Enrollment:

As a reminder, please be sure to review your final rosters after the add/drop date for each term. Admissions is working diligently on rosters so please be patient.

We will begin offering dual enrollment at Fountain Inn High School Fall 2025

We will begin with our first cohort of early college students with Clinton High School Fall 2025.

Courses will be taught at the Laurens location.

We will begin offering courses at Gray Collegiate Academy's new location Fall 2025.

We are planning on hosting a dual enrollment ceremony next academic year.

General Changes:

Changes are coming to course evaluations. More details will be provided later.

Changes to the Teacher of the Year process will be discussed with the Faculty Advisory Committee/Faculty Welfare Committee.

Course Scheduling and Advising for Summer and Fall 2025:

Scheduling to begin immediately

Advising to begin March 24, 2025

SCHEDULE CHANGES

If a situation arises that requires a change in your schedule, you must get prior approval from the Associate Dean

for Academic and Student Affairs.

SICK LEAVE

If you cancel class for any reason, please contact Amber Ivey to inform her immediately. Also, reach out to your classes directly to inform them of your absence. If you are out, you are required to submit leave in the Time and Absence System.

OFFICE HOURS

Faculty members will hold one hour of office hours for each course taught each semester, up to five hours per week.

ATTENDANCE POLICY

Please be aware of the [attendance policy](#) and incorporate this policy into your syllabi. Your individual attendance policy may not conflict with the official university policy statement.

PLAGIARISM STATEMENT

Please include a plagiarism statement in your course syllabi including the specific sanctions that will be applied for violations of the policy.

FACULTY ACTION ITEMS

USC Union Bookstore:

If you haven't submitted a book order, do so immediately. Double-check the ISBN for accuracy. Inform students that they need to make an appointment to buy new books or sell back old books (M-TH).

https://www.sc.edu/about/system_and_campuses/union/internal/faculty_and_staff/faculty_textbook_form/

Academic Affairs:

Send a copy of your syllabi to Amber Ivey or Nikki Cromer by Jan. 17.

Send a copy of your office hours form to Amber Ivey or Nikki Cromer by Jan. 17.

Maintain accurate attendance reports for each class. Please submit the online form by Jan. 22 (Spring I); Jan. 31 (Full); March 27 (Spring II).

Maintain accurate and up-to-date academic records/grades. Please submit the online form for students academically at-risk Jan. 30 (Spring I); Feb. 21 (Full); April 4 (Spring II).

Contact Amber Ivey to submit supply requests. Supplies are normally ordered twice a month (the 1st and 15th of the month). Submit orders in a timely manner to allow enough time to place those orders and have them delivered on time, preferably two weeks in advance. If special order, send Amber an email with direct link and qty.

Course evaluations dates: Spring I: Open on Feb 24/Close on Mar.6. ; Full and Spring II: Open on April 23/Close on May 7.

Faculty Peer Review:

Peer reviews will take place this semester. Review assignments are forthcoming.

Annual Administrative Reviews:

Full-time faculty are required to submit annual administrative reviews no later than January 31, 2025. Faculty will need to complete the Faculty Information Form and the Individual Annual Research, Scholarly Activity, and Service Report. Both forms are required of all full-time faculty, even if you went up for third-year review or tenure this cycle.

Outside Professional Activities:

Full-time faculty are required to submit the Outside Professional Activities Disclosure Form no later than January 31, 2025.

https://sc.edu/about/offices_and_divisions/provost/faculty/outside-professional-activities.php

SASC Workshops:

Robert Overton will be organizing academic workshops. If you would like to host a workshop (great for service) please let me know.

New Guidelines for AY 2025-2026:

New guidelines for teaching and learning will be in effect for Fall 2025. More details to come.

For Immediate Release

Jan. 16, 2025

USC Palmetto College and the USC College of Information and Communications partner to bring AI education to South Carolinians

UNION, S.C. — The University of South Carolina Palmetto College and USC Columbia's College of Information and Communications are joining forces to bring cutting-edge artificial intelligence (AI) education to South Carolinians.

Two separate 90-minute courses will be offered through the USC Palmetto College iCarolina Lab at USC Union.

[Generative AI for Beginners](#) (link to register)

Date: Monday, Jan. 27, 2025

Time: 6-8 p.m.

Location: Union County Carnegie Library, Rieta Drinkwine Resource Room

Description: This interactive seminar is designed to demystify AI and provide hands-on experience with Generative AI tools. Tailored for adult learners, including small business owners, job seekers and those with limited technical experience, the session will cover the basics of AI, live demos of time-saving AI applications and practical exercises using ChatGPT. Participants will also receive guidance on updating their resumes using AI.

[Utilizing AI in Your Business](#) (link to register)

Date: Wednesday, Jan. 29, 2025

Time: 6-8 p.m.

Location: Union County Carnegie Library, Rieta Drinkwine Resource Room

Description: This session is designed for small business owners and nonprofit leaders, providing hands-on experience with generative AI tools to address common business challenges. Participants will learn to discover AI solutions tailored to their specific needs, craft effective prompts, automate repetitive tasks and create actionable strategies to integrate AI into their daily operations.

These non-credit courses are open to all community members, students, faculty and staff. Participants who complete both courses will receive a completion certificate. The courses are free and open to the public; however, registration is required.

Why This Matters

Artificial Intelligence is transforming industries, from healthcare and education to business and entertainment. These courses are designed for beginners, offering practical skills to demonstrate how AI can assist with tasks such as enhancing written communication, crafting resumes and developing business plans.

What they're saying

"We are thrilled to partner with the College of Information and Communications to bring AI education to our communities," said USC Palmetto College Chancellor Susan A. Elkins. "These courses will provide valuable insights and practical skills that can drive economic growth and innovation in our region."

"AI is becoming an integral part of our daily lives, and it's essential that everyone has the opportunity to learn about and benefit from this technology," said USC College of Information and Communications Dean Tom Reichert. "We want to make a positive impact on our community by teaching participants how to use AI to enhance their personal lives and their businesses."

About USC Palmetto College iCarolina Lab Network

The [USC Palmetto College iCarolina Lab Network](#) provides free internet access, educational programming, and workforce development training to South Carolinians in rural broadband deserts. The network includes eight sites located within communities served by the four regional Palmetto College campuses within the University of South Carolina System, including Allendale, Clinton, Kershaw, Lancaster, Laurens, Sumter, Union and Walterboro.

Contact Information

For more information about the courses, please contact Sarah Nardi at nardis@sc.edu.

###

Appendix I

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.

Appendix J

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

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 strongly advised to obtain and use the bulletin for the Columbia campus when determining specific degree requirements.

Transfer Pathways

USC Union has established transfer pathways within the USC System in the following areas:

- Elementary Education – USC Columbia
- Early Childhood Education – USC Upstate
- Elementary Education (Math, ELA, Social Studies) – USC Upstate
- Middle-Level Education (Science) – USC Upstate
- Hospitality Management – USC Columbia
- Retailing (Fashion Merchandising and Digital Innovation) – USC Columbia
- Retailing (Retail Management) – USC Columbia
- Services Management – USC Columbia
- Sport and Entertainment Management – USC Columbia
- Tourism Management – USC Columbia

Students interested in these pathways are advised to work closely with their advisor to complete the program of study and meet transfer requirements.

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 USC Palmetto College 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 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 30 minute classes meet once per week in the later evening.

Off-Campus/Laurens Classes

USC Union offers a variety of courses in Laurens County at the USC Union Laurens location. This program offers area residents the opportunity to begin their postsecondary education career near home. 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, 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.

Appendix K

ADMINISTRATIVE DIVISION ACAF Academic Affairs		POLICY NUMBER ACAF 1.20
POLICY TITLE Credential Verification for Instructors of Record		
SCOPE OF POLICY USC Columbia and regional Palmetto College campuses		DATE OF REVISION November 15, 2021
RESPONSIBLE OFFICER Executive Vice President for Academic Affairs and Provost		ADMINISTRATIVE OFFICE Office of the Provost

PURPOSE

The University of South Carolina is committed to recruiting, retaining, and promoting an outstanding faculty who demonstrate excellence in teaching, research, service, and outreach.

To ensure compliance with accreditation requirements regarding teaching faculty, the teaching credentials of all instructors of record must be systematically reviewed by the hiring authority at the time of hire and must meet all credential requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Additionally, credentials must be reviewed when an instructor of record is assigned to a course, they have not previously taught.

The credentials of all instructors of record must be verified in accordance with this policy and its accompanying procedures.

DEFINITIONS AND ACRONYMS

Campus Chief Academic Officer: The term "campus chief academic officer" is used throughout this policy and defined for each campus as follows:

- For the USC Columbia campus, the campus chief academic officer is the executive vice president for academic affairs and provost.
- For the regional Palmetto Colleges, the campus chief academic officer is the chancellor for Palmetto College unless otherwise specified by the chancellor.

Instructor of Record: The term "instructor of record" is used throughout this policy and, as defined in ACAF 1.19 Instructor of Record, refers to the individual designated by the academic unit as responsible for the course, including developing its content, assignments, and grades. The instructor of record is the primary instructor on the class section record, identified as either "assigned instructor" or "instructor."

This policy applies to all faculty and other academic personnel involved in instruction as defined by policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions. This also includes university staff assigned as instructors of record either as dual employment or

as part of their staff appointment, and academic affiliates appointed in accordance with policy UNIV 2.50 Affiliate Appointments.

Additionally, this policy applies to academic administrators with academic appointments as defined by policy ACAF 1.01 Recruitment and Appointment of Academic Administrators. Examples of related positions include the provost, vice provosts, academic deans and associate deans, academic department chairs and academic program directors.

All instructors of record regardless of rank or type must meet the appropriate standards for credentials.

Course Department: refers to the college, school, department, or program responsible for the oversight of a course and for the assignment of the instructor of record for the course. The “course department” is the college, school, department, or program in which a course originates.

Official Transcript: refers to a transcript that is printed on the institution’s official letterhead or transcript stationery, and includes the name, official seal, and watermark or other identifier of the issuing institution; includes the signature of the appropriate authorizing agent (usually the Registrar) and date of issue; and, lists the type of degree, area of concentration, and date the degree was conferred (if the degree has been awarded).

Electronic transcripts are acceptable as long as these are received from the university granting the degree, or through a third party that is authorized to broker such transactions and that takes the responsibility for verifying the identities of both the issuing institution and the receiving institution.

POLICY STATEMENT

On each campus, the chief academic officer is responsible for ensuring that each course department verifies the academic credentials of all instructors of record. The course department is responsible for documenting the credentials of the instructor of record and keeping the documentation on file.

This policy applies to all faculty and other academic personnel involved in instruction as defined by policy [ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#). This also includes university staff assigned as instructors of record either as dual employment or as part of their staff appointment, and academic affiliates appointed in accordance with policy [UNIV 2.50 Affiliate Appointments](#).

Additionally, this policy applies to academic administrators with academic appointments as defined by policy [ACAF 1.01 Recruitment and Appointment of Academic Administrators](#). Examples of related positions include the provost, vice provosts, academic deans and associate deans, academic department chairs and academic program directors.

All instructors of record regardless of rank or type must meet the appropriate standards for credentials.

A. Credential Verification

1. Criteria for Credential Verification

Credential review on all campuses must be in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Comprehensive Standard 6.2.a of *The Principles of Accreditation*.

The criteria specify that when determining acceptable qualifications of its faculty, an institution should give primary consideration to the highest earned degree in the discipline. The minimum academic requirements for instructors of record are:

- a. Faculty teaching courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching graduate and post-baccalaureate course work, including all mixed-level courses: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- c. Graduate teaching assistants: To be eligible to teach undergraduate courses, each graduate teaching assistant must provide an official transcript showing that a master's degree in the teaching discipline has been conferred. Otherwise, graduate teaching assistants must meet all of the following qualifications before they are eligible to teach: 1) 18 or more graduate semester hours in the teaching discipline as evidenced by coursework on a transcript, 2) direct supervision by a faculty member who is qualified to teach in the discipline, 3) regular in-service training, which may be in the form of a course taken simultaneously or prior to teaching, and 4) planned and periodic evaluations by a faculty member in the discipline.

Some graduate teaching assistants have graduate semester hours in a related discipline rather than the teaching discipline. For disciplines with common cross-training, documentation much reflect approval from both the teaching discipline and the related discipline.

In rare circumstances, a graduate teaching assistant can be approved to teach a graduate or other post-baccalaureate course; such approval requires satisfying the academic credentials described above or providing alternate credentials as described below; in addition, the academic unit must affirm that the graduate teaching assistant cannot take the course for their own program of study and will not have any students in their doctoral program cohort in the course. The Office of the Provost must approve any graduate teaching assistant as instructor of record for any graduate or other post-baccalaureate course, including all mixed-level courses.

2. Alternative Credentialing

When the credentials of the instructor of record do not meet the minimum requirements as outlined above, but the prospective instructor possesses outstanding professional experience or demonstrated contributions to the teaching discipline, the individual may be alternatively credentialed. A minimum of two faculty (e.g., program director, department chair, associate dean, dean) must review and approve any request for alternative credentials for an instructor of record.

- a. In cases of alternative credentialing, the course department must explain and provide documentation of the instructor's alternate qualification(s) to teach a course or courses. These may include, but are not limited to, work or research experience, professional licensure or certification, non-credit professional development courses, or other specialized training. Sufficient objective documentation to support outstanding experience and demonstrated contributions is required to warrant consideration and must be kept up to date and maintained by the course department as long as the individual is in an active teaching role within the department.
 - b. For undergraduate courses, the instructor of record must have at minimum a baccalaureate degree in addition to alternative credentials. Exceptions require approval of the Office of the Provost.
 - c. For graduate and post-baccalaureate courses, including all mixed-level courses, the instructor of record must have, at minimum, 18 hours of relevant graduate course work in addition to alternative credentials. Exceptions require approval of the Office of the Provost.
3. Select courses are excluded from the criteria identified above. Programs can identify non-standard criteria for specific courses, e.g. minimum professional experience in lieu of graduate coursework for certain experiential courses. Non-standard criteria must be proposed by the program faculty and approved by the academic dean and Office of the Provost. The appendix includes courses approved for use of non-standard criteria.
4. Required Review at Time of Hire or Appointment

Verification of required credentials as described in policy section A.1. must occur at time of hire for all new instructors of record. In the case of academic affiliates, credentials must be reviewed at the time of appointment.

5. Required Review for New Class Assignment

Verification of required credentials as described in section A.1. must occur when an established instructor of record is assigned to teach a class not previously taught by the individual. This includes classes both within and outside the instructor's normal teaching discipline.

6. Per-Course Review Requirement

Credential verification for eligibility to teach a course must be considered on a per-course basis regardless of the instructor's full- or part-time standing. It is possible that the highest earned degree in a discipline may be sufficient to credential an instructor for the majority of their classes, while alternative credentialing may be necessary for a particular class taught outside the degree discipline.

7. ROTC Instructors

ROTC instructors are provided to the university through the military. The university provides them with courtesy appointments and credentials their instruction provided they have a master's degree or higher, have completed appropriate military programs, or have accumulated substantial and relevant experience. As with other instructors of record, credentials for ROTC instructors must be submitted upon appointment.

8. Credential Documents

All instructors of record must have an official transcript and curriculum vitae on file with the academic unit (program, department/school, or campus/college, based on campus/college-level procedures) for which they are teaching. Instructors of record who are alternatively credentialed and, therefore, do not have a transcript on file, still must submit a curriculum vitae along with their other supporting materials.

- a. Credential documentation for each instructor of record must be maintained by the course department for as long as the individual is in an active teaching role. In the case of an instructor of record teaching a course outside their primary academic unit, the secondary course academic unit does not need to keep an official transcript and curriculum vitae on file if it has ensured these documents are already on file and can be easily accessed, if needed. However, the secondary unit is responsible for verifying that the academic credentials satisfy the requirements for courses in the secondary unit and to maintain any documentation related to alternative credentials.
- b. Official Transcripts: An individual's credentials should include an official transcript showing the highest degree conferred in the teaching discipline, or the highest degree conferred with 18+ graduate hours in the teaching discipline. Undergraduate and other graduate transcripts are not required unless they are being used for alternative credentialing.

Official transcripts must be sent from the issuing institution directly to the instructor's department chair, college or school dean, program director, or other appointed individual within the department, college, school, or program. Electronic transcripts may be sent from a third party authorized to broker such transactions. A transcript sent directly to an instructor from an issuing institution is acceptable if the transcript is delivered to the instructor's department, college, school, or program in an envelope addressed and sealed by the issuing institution. The program, department, school or

college must keep a record of the receipt of the transcript in the instructor's file to show that the transcript was received directly from the issuing institution, delivered by the instructor in an envelope addressed and sealed by the issuing institution, or through an authorized third party. If an official transcript is obtained prior to a degree being awarded, a second official transcript must be requested and submitted after the degree is conferred.

Graduate teaching assistants who do not hold a master's degree in the teaching discipline, and who are currently enrolled at the University of South Carolina, may submit an unofficial transcript (i.e., advising transcript) showing the completion of 18+ hours in the teaching discipline. If a teaching assistant graduates and is re-hired as an instructor, an official University of South Carolina transcript showing the conferred degree must be requested.

- c. Physician Credentials: For clinical faculty in either School of Medicine whose terminal degree is a doctor of medicine or equivalent degree, a copy of the faculty member's licensure or board certification is acceptable in lieu of an official transcript.
- d. Curriculum Vitae: A curriculum vitae must be on file in the course department, or readily available online, for each instructor of record. This requirement includes graduate teaching assistants, professional staff who teach credit-bearing courses, adjuncts, and individuals not employed by the University of South Carolina but who are listed as instructors of record. Each course department is responsible for ensuring curricula vitae are periodically updated.
- e. Alternative Credentialing Documents: When the assignment of an instructor of record is justified by means other than those outlined in policy section C.1., supporting documentation is needed to explain the instructor's qualifications to teach the course. Documentation should be periodically reviewed and kept up to date for as long as the instructor is teaching the course for which he they are being alternatively credentialed.
- f. Foreign Credentials: Non-U.S. academic credentials must be evaluated for equivalency to U.S. accredited coursework by a university-approved foreign credential evaluator, and the evaluation submitted with the instructor's transcript or proof of degree. The transcript and other applicable academic records should be accompanied by a notarized translation, if not in English.

PROCEDURES

A. Responsibility for Implementation

- 1. At USC Columbia, the Provost delegates responsibility for implementation of this policy, including credential verification, to the USC Columbia college and school deans. In cases where a course is offered by a department outside the purview of the college and school deans, responsibility for implementation and credential verification is delegated to the unit administrator of the department offering the course.

On the regional Palmetto College campuses, the chancellor delegates responsibility for implementation regional of this policy, including credential verification, to the campus deans. In addition to the campus review, the academic credentials for faculty hired for the regional Palmetto College campuses must be reviewed by the respective academic unit at USC Columbia. For tenure-track/tenured faculty, this most often occurs through membership on the faculty search committee. For full-time instructors and adjunct instructors, the regional Palmetto College campus dean must submit the academic credentials to the respective academic unit at USC Columbia for approval; this review includes instructors for all Palmetto campuses , including dual enrollment sites.

B. Verifying Credentials of Instructors of Record

Each person responsible for implementing this policy, as defined in procedures section A, should establish procedures for verifying credentials of instructors of record within the respective college, school, department, or program. Credentials should be verified upon hire for new instructors of record, and before new courses are assigned to continuing instructors of record. Credential documentation must be maintained by course departments as long as the individual is in an active teaching role within the department. Academic units, colleges, or schools may elect to limit credential approval for new instructors to a specified period (e.g., three years), after which they would need to be reaffirmed based on updated credentials and instructional effectiveness. Any process requiring reaffirmation must be applied equitably, e.g. to all instructors of record or all instructors approved through alternative credentials.

C. Documenting Alternate Credentials, Related Coursework, and Graduate Teaching Assistant Qualifications

When documenting an instructor of record’s alternate teaching credentials, 18+ hours in the teaching discipline (for instructors of record without a degree in the teaching discipline), or qualifications to teach as a graduate teaching assistant, the course academic unit must explain and provide documentation showing the instructor’s credentials. Course academic units should use the Alternate Credentials, Graduate Coursework, Graduate Teaching Assistant, and Graduate Coursework (Outside of Discipline) for Graduate Teaching Assistants forms available on the Office of Institutional Research, Assessment and Analytics’ (OIRAA) [Faculty Credentials for SACSCOC](#) website.

D. Submitting Faculty Credential Documentation for the SACSCOC Faculty Roster

SACSCOC requires each of its accredited institutions to report the qualifications of its teaching faculty using the SACSCOC Faculty Roster form. The Faculty Roster includes the names of all instructors of record during a given semester or semesters, a list of courses they are teaching, and their qualifications for teaching those courses.

Each person responsible for implementing this policy, as defined in procedures section A, must ensure that proper credential documentation for each instructor of record is submitted to the office responsible for creating the SACSCOC Faculty Roster for his or her campus.

1. At USC Columbia, credential documentation (i.e., official transcripts, and documentation forms and supporting materials, if applicable) should be submitted to the Human Resources representative within the instructor's home college or school. Credential documentation for an instructor of record teaching a course outside the purview of their home college or school, or for an instructor of record teaching a course administratively housed outside a college or school (e.g., University 101), should be submitted to the Human Resources representative within the college, school, or program offering the course. The Human Resources representative will then forward the documentation to the Office of Institutional Research, Assessment and Analytics (OIRAA). All credential documents relevant to courses being taught should be on file in the course department and with OIRAA by the midpoint of term or part of term. For an instructor teaching in more than one academic unit, only the primary unit must have an official transcript. Refer to the [Faculty Credentials for SACSCOC](#) page on the OIRAA website for more information, and to access the forms that must be used when documenting alternate credentials, 18+ hours of coursework in the teaching discipline (for instructors of record without a degree in the teaching discipline), and graduate teaching assistant qualifications.
2. On the regional Palmetto College campuses, credential documentation (i.e., official transcripts, and documentation forms and supporting materials, if applicable) should be submitted to the campus dean's office. The dean's office will forward the documentation to the Office of Institutional Research, Assessment and Analytics (OIRAA) at USC Columbia. All credential documents relevant to courses being taught should be on file in the campus dean's office and with OIRAA by the midpoint of term or part of term. Refer to the [Faculty Credentials for SACSCOC](#) page on the OIRAA website for more information, and to access the forms that must be used when documenting alternate credentials, 18+ hours of coursework in the teaching discipline (for instructors of record without a degree in the teaching discipline), and graduate teaching assistant qualifications.

RELATED UNIVERSITY, STATE AND FEDERAL POLICIES

Southern Association of Colleges and Schools, *Principles of Accreditation*, Comprehensive Standard 6.2.a.

[ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track and Professional-Track Faculty](#)

[ACAF 1.01 Recruitment and Appointment of Academic Administrators](#)

[ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#)

[ACAF 1.16 Professional-Track Faculty](#)

[ACAF 1.19 Instructor of Record](#)

[ACAF 4.00 Graduate Assistantships](#)

[UNIV 2.50 Affiliate Appointments](#)

HISTORY OF REVISIONS

DATE OF REVISION	REASON FOR REVISION
November 15, 2021	Updating academic credentials and approval procedures for clarification and better compliance with SACSCOC 6.2.a.
October 10, 2018	Reformatting to new template and to add physician board licensure or board certification as valid confirmation of academic credentials.
September 2, 2016	The policy was updated to clarify definitions of terms; requirements regarding curricula vitae and non-U.S. credentials; procedures for documenting alternate credentials, related coursework, and graduate teaching assistant qualifications; and procedures for submitting credential documentation for the SACSCOC Faculty Roster. Additionally, new references to related policies were added, the list of campuses to which this policy applies were updated, and changes were made to reflect the renaming of the Office of Institutional Research, Assessment and Analytics (OIRAA).
May 11, 2015	New policy approval

APPENDIX

Courses approved for non-standard credentials

Appendix L

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 2025, Fall 2026

Date Form Completed: 6/18/2025

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
Ashmore, Gale (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)	
Baker, Leanna (P)	ENGL 101: Critical Reading and Composition (3) (UT)	Master's (Academic) degree: English (MA) (Winthrop University, 2010)	
Burriss, Michael (P)	SPAN 110: Beginning Spanish II (3) (UT)	Master's (Academic) degree: Spanish (MA) (Auburn University, 2008)	
Carrier, Lauren (P)	BIOL 110: General Biology (4) (UT)	Master's (Academic) degree: Biology (MS) (Winthrop University, 2011)	

Carter, Sarah (P)	ENGL 101: Critical Reading and Composition (3) (UT) ENGL 102: Rhetoric and Composition (3) (UT)	Master's (Academic) degree: English (MA) (Austin Peay State University, 2011)	
Cassidy, Michael (P)	ARTE 101: Introduction to Art (3) (UT) ARTS 111: Basic Drawing I (3) (UT)	Master's (Academic) degree: Art Studio (MFA) (University of South Carolina Columbia, 2004)	
Catalano, Frank (P)	THEA 200: Understanding and Appreciation of Theatre (3) (UT)	Master's (Academic) degree: Drama (MA) (University of Hawaii Manoa, 1976)	
Chambers, Charles (P)	CRJU 101: The American Criminal Justice System (3) (UT)	Master's (Academic) degree: Criminal Justice (MA) (Columbia College, 2020)	
Coates, Amanda (P)	SPAN 109: Beginning Spanish I (3) (UT) SPAN 110: Beginning Spanish II (3) (UT)	Master's (Academic) degree: Spanish (MA) (University of Northern Iowa, 2003)	
Fouts, Avery (F)	RELG 120: Comparative Religion (3) (UT)	Doctorate (Academic) degree: Religion (PhD) (Claremont University, 1996)	
Greer, Michael (P)	PCAM 205: Foundations of Leadership (3) (UT) POLI 201: American National Government (3) (UT)	Master's (Professional/Integrative) degree: Public Administration (MPA) (Clemson University, 2008)	
Hance, Neill (P)	SPCH 140: Public Communication (3) (UT)	Master's (Academic) degree: Drama (MFA) (University of North Carolina Greensboro, 1985)	

Hauptman, Samantha (P)	SOCY 101: Introductory Sociology (3) (UT)	Doctorate (Academic) degree: Sociology (PhD) (University of South Carolina Columbia, 2010)	
Heuss, Sarah (P)	MATH 111I: Intensive Basic College Mathematics (8) (UT)	Doctorate (Academic) degree: Mathematics (PhD) (Auburn University, 2003)	
Hudson, David (P)	BIOL 243: Human Anatomy and Physiology I (3) (UT) BIOL 243L: Human Anatomy and Physiology Laboratory (1) (UT)	Doctorate (Academic) degree: Biological Sciences (PhD) (University of Rhode Island, 1984)	
Hudson, Deborah (P)	CSCE 101: Introduction to Computer Concepts (3) (UT)	Doctorate (Academic) degree: Educational Leadership (PhD) (Clemson University, 2001) Master's (Professional/Integrative) degree: Executive MBA (MBA) (Winthrop University, 1995)	Additional Documentation Alternative Credentials: CSCE 101 (Appendix N)
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 (P)	HIST 111: United States History to 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of Nebraska Lincoln, 2005)	
Kettler, Andrew (P)	HIST 111: United States History to 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of South Carolina Columbia, 2017)	
Klik, Kathleen (F)	PSYC 101: Introduction to Psychology (3) (UT)	Doctorate (Academic) degree: Experimental Psychology (PhD) (East Tennessee State University, 2015)	

Mitra, David (P)	MATH 111I: Intensive Basic College Mathematics (8) (UT)	Doctorate (Academic) degree: Mathematics (PhD) (University of South Carolina Columbia, 2000)	
Munmaw, Jared (P)	HIST 111: United States History to 1865 (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 (P)	MATH 111I: Intensive Basic College Mathematics (8) (UT)	Master's (Academic) degree: Mathematics (MMath) (Winthrop University, 1998)	
Phillips-Long, Sandy (F)	BIOL 110: General Biology (4) (UT)	Master's (Academic) degree: Biological Sciences (MS) (Clemson University, 2013)	
Pisano, Andrew (F)	ENGL 102: Rhetoric and Composition (3) (UT)	Doctorate (Academic) degree: English (PhD) (University of North Carolina Greensboro, 2014)	
Rabanal, Megan (F)	ARTE 101: Introduction to Art (3) (UT) ARTS 111: Basic Drawing I (3) (UT)	Master's (Academic) degree: Visual Arts (MFA) (Clemson University, 2020)	
Schafer, Emily (F)	PSYC 101: Introduction to Psychology (3) (UT)	Master's (Academic) degree: Clinical Psychology (MA) (Wheaton College, 2005)	
Teater, Daniel (P)	PCAM 205: Foundations of Leadership (3) (UT)	Master's (Academic) degree: American History & Government (MA) (Ashland University, 2021) Master's (Professional/Integrative) degree: Education (MEd) (John Carroll University, 2003)	

Triplett, Jennifer (F)	SOCY 101: Introductory Sociology (3) (UT)	Doctorate (Academic) degree: Sociology (MA) (University of South Carolina Columbia, 2015)	
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Abbreviations: F, P: Full-time or Part-time; D, UN, UT, UG, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Undergraduate, Graduate; Dual: High School Dual Enrollment Course

Appendix M

ADMINISTRATIVE DIVISION ACAF Academic Affairs		POLICY NUMBER ACAF 3.00
POLICY TITLE Assessment of Student Learning		
SCOPE OF POLICY USC Columbia and Palmetto College		DATE OF REVISION April 12, 2024
RESPONSIBLE OFFICER Executive Vice President for Academic Affairs and Provost		ADMINISTRATIVE OFFICE Office of the Provost

PURPOSE

The purpose of this policy 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 (SACSCOC).

DEFINITIONS

Combination Degree: A degree where the same institution awards more than one degree from an overlapping course of study.

Educational Programs: Educational programs are certificates, undergraduate and graduate degrees by major and the undergraduate general education curriculum known as the Carolina Core, offered by the institution.

Joint Degree: A joint academic award where students study at two or more institutions and are awarded a single program completion credential bearing the names, seals and signatures of each participating institution.

Dual Degree: An academic award where students study at two or more institutions, and each institution awards a distinct program completion credential bearing only its own name, seal, and signature.

Learning Outcomes: Learning outcomes are statements that describe, in measurable terms, the knowledge, skills, values, and/or abilities that students are expected to demonstrate upon completion of the educational program. Learning outcomes should clearly support the overarching goals of the educational program.

Learning Outcomes Assessment: Learning outcomes assessment is an on-going process aimed at understanding and improving student learning. This process includes establishing outcomes for student learning, setting expectations for those outcomes, systematically gathering, analyzing and interpreting evidence of how well student performance matches those expectations, and most importantly, using the resulting information to improve performance.

POLICY STATEMENT

The University of South Carolina requires that each educational program develop student learning outcomes and establish ways to evaluate students’ performance on those outcomes. By measuring

performance against learning outcomes, examining the results, faculty can discern what strategies or techniques are working well and what needs to be changed or modified. The University's assessment activities are mandated by its regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as, in some fields, by discipline-specific accrediting agencies.

A. Policy Oversight

The Provost is responsible for ensuring that the learning outcomes for all educational programs are assessed. The responsibility for learning outcomes assessment is primarily borne by faculty because faculty are the experts in their disciplines and know best how to evaluate student mastery of program learning outcomes.

The Office of Institutional Research, Assessment and Analytics (OIRAA) is responsible for supporting good assessment practices and documenting assessment processes for institutional external reporting needs. OIRAA oversees the assessment of learning outcomes for all educational programs to ensure that quality assurance procedures are built into the process at the institutional level. In other words, OIRAA ensures that the institution can identify expected outcomes for all its educational programs, assess the extent to which it achieves those outcomes, and provide evidence of seeking improvement based on the analysis of the results of student learning.

It is critical that each educational program assess its student learning outcomes and report assessment results as outlined in this policy. Exceptions to this policy include combination degree programs, certificates embedded in existing educational programs, or for online versions of traditional programs. A combination degree program does not need a separate assessment plan because its learning outcomes are assessed at the individual program level. The same is true for certificates embedded within an existing educational program. Lastly, since an online version of a traditional program share the same learning outcomes, only one assessment report covering both delivery modes is required.

A program is non-compliant if it fails to develop an assessment plan, submit an assessment report, or revise and resubmit an unacceptable report returned by OIRAA by the deadline. If a program is non-compliant, OIRAA notifies both the department or program chair and the dean of the relevant school or college. OIRAA and the relevant administrators then develop a mutually satisfactory timetable for reporting of an acceptable program assessment. If a satisfactory resolution cannot be achieved among the parties, OIRAA will ask the Office of the Provost to intervene.

B. Policy Implementation

Faculty responsible for educational programs design and execute program assessment. They report results periodically and make changes that improve programs in areas including but not limited to assessment, curriculum design processes, and delivery of the educational program and services. Each unit uses a variety of measures to determine the extent to which its outcomes are achieved. OIRAA facilitates a systematic assessment process that directs and

guides decision-making, strategic planning, program evaluation, and improvement for all educational programs.

1. General Education (Carolina Core) Assessment

The general education curriculum for all undergraduate students is expressed in the university's [Carolina Core](#). The assessment of the Carolina Core is collectively managed by faculty, the Office of the Provost, and OIRAA. Visit OIRAA's [Carolina Core Assessment Resources](#) homepage for detailed information on assessing the learning outcomes of the Carolina Core.

Results of the assessment of general education learning outcomes are reported by OIRAA to the Office of the Provost. The Office of the Provost distributes the results to the department chairs and deans. Department chairs with courses in general education component areas are responsible for working with the relevant faculty in the department to review the assessment results and make recommendations for improving student learning based on the results of the assessment. Recommendations from the departments are sent to the Carolina Core Approvals committee and then to the Faculty Senate's Committee on Curricula and Courses to determine how the assessment results can be leveraged for improvements to the general education curriculum.

2. Academic Program Assessment

Faculty supporting educational programs must assess student learning in those programs. Programs are asked to establish student learning outcomes and evaluate the performance of their students against those outcomes. Department chairs are responsible for working with the relevant faculty in the department to review the assessment results and make recommendations for improving student learning based on the results of the assessment. Results of the assessment of the learning outcomes are reported to OIRAA and then to the Office of the Provost.

For additional information see OIRAA's [Academic Program Assessment homepage](#).

3. Interpretation

Questions about the interpretation of this policy should be directed to the Office of Institutional Research Assessment and Analytics (OIRAA); in ambiguous, controversial or unprecedented cases, OIRAA will consult with the academic official for the unit or with the Provost before rendering an opinion.

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](#)

HISTORY OF REVISIONS

DATE OF REVISION	REASON FOR REVISION
January 26, 2017	New policy approval
April 12, 2024	Policy reformatted and updated to reflect current procedures

Appendix N



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Deborah Hudson

College/School submitting documentation USC Union

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when an instructor of record is being credentialed based on qualifications other than academic degree in the teaching discipline, graduate coursework, or status as a graduate teaching assistant. Credentials will most likely include work experience, research, certification, or licenses related to course subject matter, but may also include other experiences that make the instructor uniquely qualified to teach the course(s) listed below.

Please list the course for which alternate credentials are being submitted, and describe the credentials that qualify the instructor to teach the course. Describe the learning outcomes of the course(s) and how those outcomes relate to the instructor's qualifications. Ensure that readers outside of the teaching discipline can understand the instructor's qualifications. *Documentation supporting stated credentials must be submitted with this form.*

Course Name: Introduction to Computer Concepts	Course Subject/Number: CSCE 101
Course Description:	
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.	
Alternative Credentials & Related Content:	
Deborah Hudson has extensive experience in both teaching and applying the basic principles of information systems. While her graduate degrees are in Business Administration and Higher Education Administration and Leadership, rather than specifically Computer Science, she has accumulated a substantial amount of relevant coursework in the areas of information systems and statistical analysis within those programs. In terms of her professional experience, she has been teaching classes on these topics since 1995 at the college level for which she consistently receives excellent student and peer evaluations; served as Department Chair for Business/IT at Gaston College from 2006-2011 and as Associate Dean from 2012 through 2014; was appointed as Co-Chair of the ACBSP accreditation Committee while at Gaston; worked as the Financial Officer of Administrative & Financial Services for the NC Center for Applied Technology from 1995-2005; and is certified as a Master Instructor in Microsoft and UNIX, as well as DDI (Conference Presenter).	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Signature of College or School Dean/Representative

6/27/19
Date