



Office of Institutional Research, Assessment & Analytics

December 1, 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 Lake Wylie High School located at:

1464 Cannonball Rn  
York, SC 29745

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

December 1, 2025

---

Donald Miles

Associate Vice Provost for Institutional Intelligence and  
Accreditation, Executive Director OIRAA, and SACSCOC Liaison

**Contact:**

Donald Miles, Associate Vice Provost, 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](mailto: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 York County, USC Union seeks the establishment of a new off-campus site to offer the full AA/AS degrees at Lake Wylie High School. The physical address of this site is:

Lake Wylie High School  
1464 Cannonball Run  
York, SC 29745

The University of South Carolina Union currently serves dual enrollment students at Clover High School. As Clover High School undergoes a division, the newly constructed Lake Wylie High School will serve the same community of students.

The University of South Carolina Union currently serves approximately 400 dual enrollment students at Clover High School. Instructional methods for these courses include traditional in-person classes and online delivery, all taught by USC-approved faculty members. Following the school division, these students will be split between Clover High School and Lake Wylie High School, with about 200 students served at each location.

Current course offerings at Clover High School comprise more than 50% of the coursework required for an associate degree. To continue serving this student population equitably, the University of South Carolina Union seeks approval to offer more than 50% of the courses applicable toward an associate degree at Lake Wylie High School.

Population growth and demographic changes have prompted the school district to construct a new high school to accommodate its expanding student body. The primary target audience for this proposal includes high school students in York County who currently attend Clover High School and will be divided between Clover High School and the newly established Lake Wylie High School, as well as incoming students at Lake Wylie. These students are eager to take advantage of dual enrollment and early college opportunities.

Offering more than 50% of the associate degree program at Lake Wylie High School will provide affordable and accessible pathways to higher education, ease students' transition to college or the workforce after graduation, and ensure continuity for those transitioning from Clover High School to Lake Wylie High School. To fulfill its mission of serving these students and supporting their academic advancement, the University of South Carolina Union requests approval to offer more than 50% of the associate degree program at this new site. The proposed implementation date is Fall 2026. This is a one-time change for a site that will be ongoing. The Lake Wylie High School location is not intended to be a branch campus. This location is an off-campus instructional site.

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

##### **Need for the Change**

Although York County residents aged 25 and older are more likely to hold a bachelor's degree than the state average (38.1% compared to 31.5%), South Carolina continues to lag behind national educational attainment levels (35%). Expanding USC Union's dual enrollment and early college opportunities at Lake Wylie High School will help address this gap by providing local students with greater access to college-level coursework and creating stronger pathways toward degree completion (**Appendix D**).

York County's overall population grew from 226,871 in 2010 to 294,248 in 2022, an increase of 29.7%. For context, during the same period, the U.S. population grew by only 7.7%, and South Carolina's population increased by 14%. The number of residents aged 5 to 19 in York County also rose significantly, from 48,736 in 2010 to 60,224 in 2022. This rapid population growth has created the need to construct a new high school to accommodate the expanding student population (**Appendix E**).

The need for this change was identified through communication initiated by administrators at Clover High School, who reached out to the Associate Dean for Academic and Student Affairs at the University of South Carolina Union. The Associate Dean provides ongoing oversight of all off-campus instructional sites. Clover High School administrators informed the Associate Dean of the construction of a new high school, Lake Wylie High School, which was necessitated by population growth and demographic shifts within York County. They explained that students would be divided between Clover High School and the new Lake Wylie High School and expressed a desire to continue providing dual enrollment opportunities, course offerings beyond the current 29% of the associate degree, to ensure continuity for students transitioning between the two schools.

In response, the Associate Dean for Academic and Student Affairs reviewed the proposal and sought institutional approval. The plan to offer more than 50% of the associate degree program at Lake Wylie High School was subsequently approved by the Campus Dean of USC Union and by the Executive Vice Chancellor for Academic and Student Affairs and Associate Provost of Palmetto College. The future principal of Lake Wylie High School has also submitted a letter of support for this proposal.

Internal approval was granted because the proposed expansion of dual enrollment and associate degree coursework to Lake Wylie High School is fully consistent with the mission and goals of the University of South Carolina and the University of South Carolina Union, which emphasize access, student success, and community engagement. By offering more than 50% of the associate degree program at this new location, USC Union will provide students with affordable, high-quality educational opportunities that support a smooth transition into higher education or the workforce. This initiative aligns with the University's commitment to increasing college participation, promoting lifelong learning, and serving the educational needs of South Carolina communities, particularly in areas experiencing population growth and evolving demographics. In doing so, USC Union helps fulfill the broader University goal of fostering equitable access to higher education across the state.

### **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

The schedule represents a pathway to completing either an Associate of Arts (A.A.) or Associate of Science (A.S.) degree, where many 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 Lake Wylie 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 F**).

All courses scheduled for the 2026-2027 and 2027-2028 academic years at Lake Wylie 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:

2026-2027 Schedule (Tentative)  
30 possible credit hours

<b>Course</b>	<b>Instructional Method</b>	<b>High School</b>
ARTH 105: History of Western Art I 3 credits	Delivery: WEB	Lake Wylie High School Fall 2026
CSCE 101: Introduction to Computer Concepts 3 credits	Delivery: WEB	Lake Wylie High School Fall 2026
ENGL 101: Critical Reading and Composition 3 credits	Delivery: F2F	Lake Wylie High School Fall 2026
HIST 111: United States History to 1865 3 credits	Delivery: F2F	Lake Wylie High School Fall 2026
SOCY 101: Introductory Sociology 3 credits	Delivery: WEB	Lake Wylie High School Fall 2026
ENGL 102: Rhetoric and Composition 3 credits	Delivery: F2F	Lake Wylie High School Spring 2027
HIST 112: United States History since 1865 3 credits	Delivery: F2F	Lake Wylie High School Spring 2027
CSCE 102: General Applications Programming 3 credits	Delivery: WEB	Lake Wylie High School Spring 2027
PCAM 205: Foundations of Leadership 3 credits	Delivery: WEB	Lake Wylie High School Spring 2027
SPCH 145: Online Public Communication 3 credits	Delivery: WEB	Lake Wylie High School Spring 2027

2025-2026 Schedule (Tentative)  
32 possible credit hours

<b>Course</b>	<b>Instructional Method</b>	<b>High School</b>
PSYC 101: Introduction to Psychology 3 credits	Delivery: WEB	Lake Wylie High School Fall 2027
GEOL 101: Introduction to Earth 4 credits	Delivery: F2F	Lake Wylie High School Fall 2027
MATH 111: Basic College Mathematics 3 credits	Delivery: F2F	Lake Wylie High School Fall 2027
SPAN 109: Beginning Spanish I 3 credits	Delivery: WEB	Lake Wylie High School Fall 2027

HIST 101: European Civilization from Ancient Times to the Mid-17 <sup>th</sup> Century 3 credits	Delivery: F2F	Lake Wylie High School Fall 2027
ARTH 106: History of Western Art II 3 credits	Delivery: WEB	Lake Wylie High School Spring 2028
BIOL 110: General Biology 4 credits	Delivery: WEB	Lake Wylie High School Spring 2028
POLI 201: American National Government 3 credits	Delivery: WEB	Lake Wylie High School Spring 2028
SPAN 110: Beginning Spanish II 3 credits	Delivery: WEB	Lake Wylie High School Spring 2028
STAT 110: Introduction to Statistical Reasoning 3 credits	Delivery: F2F	Lake Wylie High School Spring 2028

*Total for two-year cycle possible credit hours: 62*

The 2026-2027 schedule of courses comprises 30 of the necessary 60 credit hours (50%) for the A.A. or A.S. degree. Students completing these courses would cross the “50% of degree” mark in Spring 2027. The remaining credit hours would be taken in 2027-2028 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 fall and spring semesters and may vary based on instructor availability. The intent currently is to offer more courses for the completion of an A.A. or A.S. degree at Lake Wylie High School.

### **Course Descriptions**

**ARTH 105: History of Western Art I** (3 credit hours) - The visual arts from Paleolithic times to the Renaissance.

*Carolina Core: AIU*

**ARTH 106: History of Western Art II** (3 credit hours) - The visual arts from the Renaissance to the present.

**BIOL 110: General Biology** (4 credit hours) - Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture and two laboratory hours per week.

*Carolina Core: SCI*

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

*Carolina Core: ARP*

**CSCE 102: General Applications Programming** (3 credit hours) - Introduction to systematic computer problem-solving and programming for a variety of applications.

*Carolina Core: ARP*

**ENGL 101: Critical Reading and Composition** (3 credit hours) - 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 credit hours) - Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.

*Carolina Core: CMW, INF*

**GEOL 101: Introduction to Earth** (4 credit hours) - Origin and nature of the earth with emphasis on internal processes and phenomena such as earthquakes, volcanoes, and mountain building; surface processes, including landform evolution. Three lectures and three laboratory hours each week.

*Carolina Core: SCI*

**HIST 101: European Civilization from Ancient Times to the Mid-17th Century** (3 credit hours) - The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.

*Carolina Core: GHS*

**HIST 111: United States History to 1865** (3 credit hours) - 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*

**HIST 112: United States History since 1865** (3 credit hours) - A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.

*Carolina Core: GHS*

**MATH 111: Basic College Mathematics** (3 credit hours) - Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations.

**PCAM 205: Foundations of Leadership** (3 credit hours) - 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 credit hours) - The formation and development of the national government, its organization and powers. Overlay Course.

*Carolina Core: GSS, VSR*

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

*Carolina Core: GSS*

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

*Carolina Core: GSS*

**SPAN 109: Beginning Spanish I** (3 credit hours) – Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.

*Carolina Core: GFL*

**SPAN 110: Beginning Spanish II** (3 credit hours) - Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.

*Carolina Core: GFL*

**SPCH 145: Online Public Communication** (3 credit hours) - Introduction to theory and practice of live and recorded online spoken communication in public, social, and institutional contexts. Training in invention, performance, and critical analysis of online spoken communication, including audience analysis, persuasion, delivery, and ethical engagement. Includes significant practice in preparing and presenting live online public communication.

*Carolina Core: CMS, INF*

**STAT 110: Introduction to Statistical Reasoning** (3 credit hours) - A course in statistical literacy. Topics include data sources and sampling, concepts of experimental design, graphical and numerical data description, measuring association for continuous and categorical variables, introduction to probability and statistical inference, and use of appropriate software. Credit given only for STAT 110 or STAT 112.

*Carolina Core: ARP*

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

### **Faculty Qualifications**

USC Union has qualified faculty in place to support the proposed Lake Wylie High School site. Dual enrollment courses will be 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 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. ACAF 1.20: *Credentials Verification for Instructors of Record* (**Appendix G**) requires that the credentials of all instructors of record are in compliance with accreditation requirements. Please see **Appendix H** for the faculty roster.

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 Lake Wylie 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 will also initiate the process of credentialing qualified Lake Wylie 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, 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 enough full-time faculty members to support the proposed changes. Faculty will be hired specifically to teach at Lake Wylie High School, as needed. Since USC Union already offers dual enrollment at Clover High School, and the district will have faculty teaching at both schools, 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 Lake Wylie 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 this proposal. 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 who will be teaching at the Lake Wylie 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 Lake Wylie High School will be 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 this proposal 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 Lake Wylie High School. 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 42 miles from Lake Wylie 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 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.

Lake Wylie High School will have a well-equipped library facility like Clover High School, designed to support both our traditional and dual enrollment students. The library will be staffed by a full-time librarian and a library assistant, both dedicated to supporting student research and academic needs. The librarian at USC Union will collaborate closely with the librarians at the site to ensure dual enrollment students have consistent access to resources and support. The USC Union librarian will provide guidance on available databases, research tools, and academic resources, while the site librarian will serve as the on-campus point of contact to help students navigate those tools, access print and digital materials, and request additional resources when needed. Together, they will assist with research skills and make sure students are aware of and can fully use the services available through USC Union's library system, as well as Lake Wylie High School's library. The librarians will also collaborate closely with teachers to ensure that the necessary materials are readily available to assist students with research and coursework for dual enrollment classes.

## Student Access to Learning Resources and Materials

### Accessing Discipline-Specific Library and Learning/Information Resources:

Students enrolled at the Lake Wylie 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 will be 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 Lake Wylie High School. Admissions support services will be available on site at Lake Wylie 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 Lake Wylie High School for student pick up.
- **Opportunities Bulletin Board:** This is a place for events, fellowships, job postings, announcements, and learning opportunities for graduate students.
- **Technology & IT Support:** provides support for computers, technology, IT-related issues, and Blackboard.
- **Student Academic Success Center and Writing Lab:** The Student Academic Success Center and Writing Lab are great 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 of a typical county library as well as a university library. Students can visit the Union County Carnegie Library's website for all information concerning policies, computer usage, and more. The University library also has a great resource for finding out how to cite materials.
- **Palmetto College iCarolina Labs:** 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. USC Union 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:
  - **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.
  - **MyGroup Student Assistance Program:** This is another 24/7 virtual option for mental health and other related services for students. 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 Lake Wylie 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 University community in making programs, services, and activities accessible for everyone.

## COMMON CONTENT C – RESOURCE – PHYSICAL RESOURCES

### **Physical Resources**

Lake Wylie High School will have adequate physical resources to accommodate enrollment with room for growth.

The district will allocate 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 will occupy a brand new educational facility, all basic infrastructure needs will be 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 Lake Wylie 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 Lake Wylie 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 Lake Wylie High School, tuition revenues are expected to increase. Based on current projections, revenues could reach up to \$225,000 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 \$210,000 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 Lake Wylie 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 Lake Wylie 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.

**Lake Wylie High School Projected Budget**

<b>Sources of Financing by Year</b>				
<b>Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Tuition Funding	\$225,000	\$450,000	\$450,000	\$1,125,000
Other Funding				
<b>Total Revenue</b>	\$225,000	\$450,000	\$450,000	\$1,125,000
<b>Estimated Costs Associated with Implementing the Program by Year</b>				
<b>Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	\$210,000	\$420,000	\$420,000	\$1,050,000
Facilities, Equipment, Supplies, and Materials				
Library Resources				
Other ( <i>allocated support costs</i> )				
<b>Total Expenses</b>	\$210,000	\$420,000	\$420,000	\$1,050,000
<b>Net Total</b> ( <i>Sources of Financing Minus Estimated Costs</i> )	\$15,000	\$30,000	\$30,000	\$75,000

## **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 3.0: *Assessment of Student Learning* (**Appendix I**). 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**

<b>College</b>	<b>Degree</b>	<b>CIP Code</b>	<b>Program Description</b>	<b>Major</b>
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**

<b>Name of Site</b>	<b>Physical Address (street, city, state, country) Do not include PO Boxes.</b>	<b>Date Approved by SACSCOC</b>	<b>Date Implemented by the institution</b>	<b>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</b>	<b>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.)</b>
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, DNAP	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
Legion Collegiate Academy	3090 Long Meadow Road, Rock Hill, SC 29730	6/6/2025	8/1/25	AA, AS	Yes
Clinton High School	18132 Highway 72 East, Clinton, SC 29325	10/10/2025	1/1/26	AA, AS	Yes

## Appendix C

# 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

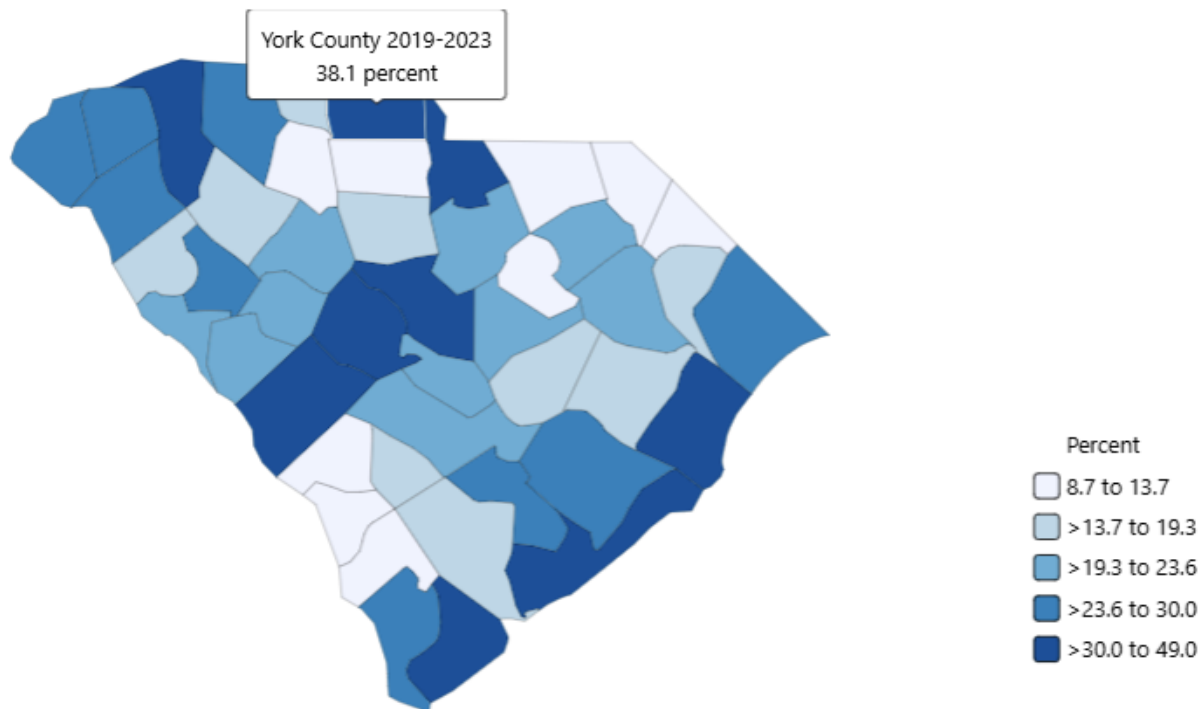
writing and articulate speech, computational and quantitative mastery, creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

## Appendix D

## Education (At least bachelor's degree) for South Carolina by County

Population Ages 25+

All Races (includes Hispanic/Latino), Both Sexes, 2019-2023



### Suggested Citation:

HDPulse: An Ecosystem of Minority Health and Health Disparities Resources. National Institute on Minority Health and Health Disparities. Created 11/25/2025. Available from <https://hdpulse.nimhd.nih.gov>

### Notes:

NA: [Data not available](#) for this combination of geography, cancer site, age, and race/ethnicity.

Source: Demographic data provided by the [Census Bureau](#) and the [American Community Survey](#).

For more information about Education (At least bachelor's degree), see the [dictionary](#).

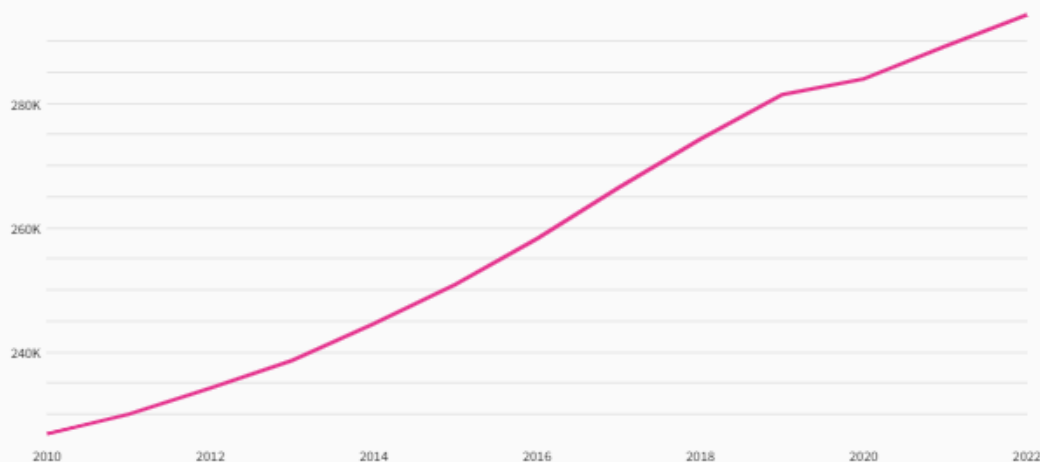
## Appendix E

# How many people live in York County?

York County's population **grew 29.7%** from the **226,871** people who lived there in **2010**. For comparison, the population in the US **grew 7.7%** and the population in South Carolina **grew 14%** during that period.

Source: [Census Bureau](#)

## Population in York County



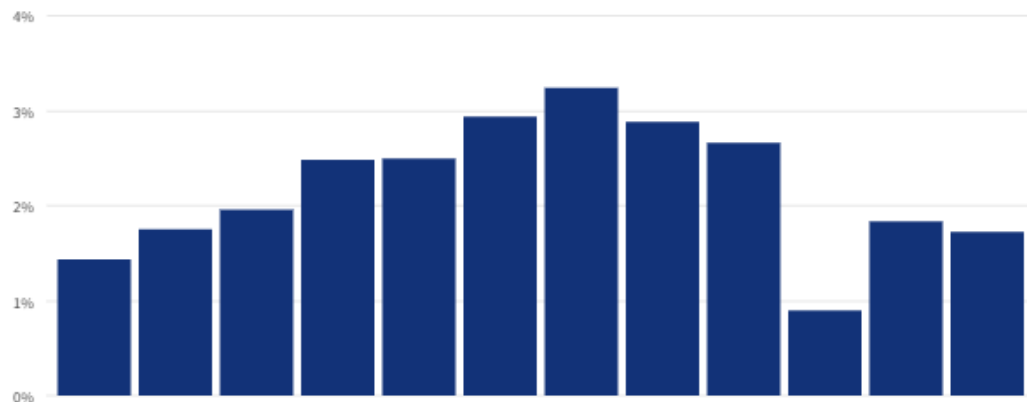
SHARE THIS



# How has York County's population changed over the years?

York County's population increased **12** out of the **12** years between year **2010** and year **2022**. Its largest annual population increase was **3.2%** between **2016 and 2017**. Between **2010** and **2022**, the county grew by an average of **2.2%** per year.

## Annual population change in York County



## Appendix F

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

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

## High School Concurrent (Dual Enrollment) Admission

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

### Requirements

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

### High School Concurrent Applicants Must Submit:

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

### Important Notes:

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

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

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

### **Assurance of Quality**

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

## **Other Admissions Opportunities**

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

### **Admission as a Nondegree Candidate**

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

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

## Appendix G

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

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
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 H

# Faculty Roster Form

## Qualifications of Full-Time and Part-Time Faculty

**Name of Institution:** University of South Carolina Columbia

**Name of Primary Teaching Department:** USC Union

**Academic Term(s) Included:** Spring 2025, Fall 2025

**Date Form Completed:** 11/24/2025

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
Ameer Syed, Nizamuddin (P)	MATH 111: Basic College Mathematics (3) (UT)	Master's (Academic) degree: Mathematics (MS) (University of Madras, 1994)	
ASHMORE, GALE J (P)	SPAN 109: Beginning Spanish I (3) (UT)  SPAN 110: Beginning Spanish II (3) (UT)	Master's (Academic) degree: Spanish (MA) (University of South Carolina Columbia, 1977)	
AZIZ, MAJDOULINE (F)	SOCY 101: Introductory Sociology (3) (UT)	Doctorate (Academic) degree: International Family Community Studies (PhD) (Clemson University, 2010)  Master's (Academic) degree: Applied Sociology (MS) (Clemson University, 2007)	

BAILEY, GRETA SANDERS (P)	POLI 201: American National Government (3) (UT)	Juris Doctor degree: Law (JD) (Appalachian School of Law, 2003)	
Baker, Leanna Elizabeth (P)	ENGL 101: Critical Reading and Composition (3) (UT)	Master's (Academic) degree: English (MA) (Winthrop University, 2010)	
Bertoni, Timothy (P)	SOCY 101: Introductory Sociology (3) (UT)	Master's (Academic) degree: Sociology (MA) (University of South Carolina Columbia, 2009)	
Bowens, Blake Elizabeth (P)	ENGL 102: Rhetoric and Composition (3) (UT)	Master's (Academic) degree: English (MA) (Clemson University, 2019)	
BRACKETT, KATHRYN (P)	ENGL 101: Critical Reading and Composition (3) (UT) ENGL 102: Rhetoric and Composition (3) (UT)	Master's (Academic) degree: English (MFA) (University of Pittsburgh, 2006)	
Burriss, Michael Eugene (P)	SPAN 110: Beginning Spanish II (3) (UT)	Doctorate (Academic) degree: Romance Languages (PhD) (University of Georgia, 2013)  Master's (Academic) degree: Spanish (MA) (Auburn University, 2008)	
Carrier, Lauren Michelle (P)	BIOL 110: General Biology (4) (UT)	Master's (Academic) degree: Biology (MS) (Winthrop University, 2011)	
CARTER, SARAH E (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)	

CHARLES, ALLAN D. (P)	HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of South Carolina Columbia, 1981)	
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)	
Conley, Carolyn Deanna (P)	PCAM 205: Foundations of Leadership (3) (UT)	Master's (Professional/Integrative) degree: Educational Leadership (M.Ed.) (Concordia University, 2013)	

<p>Davis, D (P)</p>	<p>HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3) (UT)</p> <p>HIST 111: United States History to 1865 (3) (UT)</p> <p>HIST 112: United States History since 1865 (3) (UT)</p>	<p>Master's (Academic) degree: Secondary Education (MAT) (University of South Carolina Columbia, 2019)</p> <p>Graduate Coursework degree: History (36 hours) (Liberty University, 2021)</p> <p>Coursework Applied for HIST:  HIST 501 Historical Methods (3 hours)  HIUS 520 Civil War and Reconstruction (3 hours)  HIUS 530 American Christian Heritage (3 hours)  HIWD 555 World War II (3 hours)  HIST 602 Historiography (3 hours)  HIUS 512 American Revolution (3 hours)  HIUS 542 His Amer Pol Parties Snce 1896 (3 hours)  HIWD 550 Hist Slavry &amp; Servtd West Wrld (3 hours)  HIWD 560 History of the Atlantic World (3 hours)  HIST 701 Historical Professions (3 hours)  HIST 705 Public History (3 hours)  HIST 711 Dev of Western Freedoms (3 hours)  HIST 820 Teaching History Online (3 hours)</p>	
<p>Epps, Laurie Ann (P)</p>	<p>ENGL 101: Critical Reading and Composition (3) (UT)</p>	<p>Master's (Academic) degree: English (MA) (Clemson University, 2017)</p>	

<p>GEORGE, AMY CAROLINE (P)</p>	<p>ENGL 101: Critical Reading and Composition (3) (UT)</p> <p>ENGL 102: Rhetoric and Composition (3) (UT)</p>	<p>Master's (Academic) degree: English (MA) (Clemson University, 1994)</p>	
<p>Gray, Jennifer Leigh (P)</p>	<p>ENGL 101: Critical Reading and Composition (3) (UT)</p> <p>ENGL 102: Rhetoric and Composition (3) (UT)</p>	<p>Master's (Academic) degree: English (MA) (Arizona State University, 2019)</p>	
<p>GREER, MICHAEL BRADLEY (P)</p>	<p>PCAM 205: Foundations of Leadership (3) (UT)</p> <p>POLI 201: American National Government (3) (UT)</p>	<p>Master's (Professional/Integrative) degree: Public Administration (MPA) (Clemson University, 2008)</p> <p>Coursework applied for POLI:</p> <p>POLI 774 Public Policy (3 hours)</p> <p>PO SC 685 Global Affairs and Government (3 hours)</p> <p>POLI 770 Perspectives on Public Administration (3 hours)</p> <p>POLI 773 Personnel Administration (3 hours)</p> <p>PO SC 867 State Government (3 hours)</p> <p>PO SC 829 Public Financial Management (3 hours)</p>	

<p>Gregory, Christopher Chance (P)</p>	<p>SPAN 109: Beginning Spanish I (3) (UT)</p> <p>SPAN 110: Beginning Spanish II (3) (UT)</p>	<p>Master's (Academic) degree: Romance Languages (MA) (University of New Orleans, 2019)</p> <p>Coursework applied for SPAN: SPAN 5201 Spanish Civilization I (3 hours) SPAN 5015 History of Spanish Language (3 hours) SPAN 5041 Problems Grammatical Analysis (3 hours) SPAN 6191 Studies Golden Age Literature (3 hours) SPAN 5007 Spanish Dialectology (3 hours) SPAN 6198 Studies Spanish Literature (3 hours) SPAN 6265 Contemporary Hispanic Soc &amp; Inst (3 hours)</p>	
<p>HANCE, NEILL M (P)</p>	<p>SPCH 140: Public Communication (3) (UT)</p>	<p>Master's (Academic) degree: Drama (MFA) (University of North Carolina Greensboro, 1985)</p>	

Haug, Heidi Lynn (P)	GEOL 101: Introduction to the Earth (4) (UT)	<p>Master's (Academic) degree: Teaching (MA) (National University, 2014)</p> <p>Graduate Coursework degree: Geology (30 hours) (Clemson University, 2022)</p> <p>Coursework Applied for GEOL: GEOL 7900 Biogeography and Geology of SC (3 hrs)  GEOL 7900 Biogeography and Geology of SC (3 hrs)  GEOL 7900 Biogeography and Geology of SC (6 hrs)  GEOL 7900 Biogeography and Geology of SC (3 hrs)  GEOL 7900 Biogeography and Geology of SC (6 hrs)  GEOL 7900 Biogeography and Geology of SC (6 hrs)  GEOL 7900 Biogeography and Geology of SC (6 hrs)  GEOL 7900 Biogeography and Geology of SC (3 hrs)</p>	
Hauptman, Samantha (P)	SOCY 101: Introductory Sociology (3) (UT)	Doctorate (Academic) degree: Sociology (PhD) (University of South Carolina Columbia, 2010)	
Heuss, Sarah Hale (P)	MATH 111: Basic College Mathematics (3) (UT)	Doctorate (Academic) degree: Mathematics (PhD) (Auburn University, 2003)	
HUDSON, DAVID M (P)	BIOL 110: General Biology (4) (UT)	Doctorate (Academic) degree: Biological Sciences (PhD) (University of Rhode Island, 1984)	
Huffman, Todd Andrew (P)	SPCH 145: Online Public Communication (3) (UT)	Master's (Professional/Integrative) degree: Communication (MA) (University of Dubuque, 2007)	

IVEY, RANDALL (F)	ENGL 101: Critical Reading and Composition (3) (UT)  ENGL 102: Rhetoric and Composition (3) (UT)	Master's (Academic) degree: English (MA) (University of South Carolina Columbia, 1989)	
Johnson, Tekla Ali (P)	HIST 111: United States History to 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of Nebraska Lincoln, 2005)	
Jones, Allison Keating (P)	SPCH 145: Online Public Communication (3) (UT)	Master's (Academic) degree: Communications (MS) (University of Tennessee Knoxville, 1997)	
Kettler, Andrew James (P)	HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3) (UT)  HIST 111: United States History to 1865 (3) (UT)	Doctorate (Academic) degree: History (PhD) (University of South Carolina Columbia, 2017)	
Klik, Kathleen Anne (F)	PSYC 101: Introduction to Psychology (3) (UT)	Doctorate (Academic) degree: Experimental Psychology (PhD) (East Tennessee State University, 2015)	
LOWELL, JON RANDALL (F)	PSYC 101: Introduction to Psychology (3) (UT)	Doctorate (Academic) degree: Experimental Psychology (PhD) (University of South Carolina Columbia, 2012)	
MCJUNKINS, JOSHUA M (P)	HIST 111: United States History to 1865 (3) (UT)  HIST 112: United States History since 1865 (3) (UT)	Master's (Academic) degree: History (MA) (The Citadel, 2016)	

MITRA, DAVID S. (P)	MATH 111: Basic College Mathematics (3) (UT)	Doctorate (Academic) degree: Mathematics (PhD) (University of South Carolina Columbia, 2000)	
Moore, Christine (P)	SOCY 101: Introductory Sociology (3) (UT)	Master's (Academic) degree: Applied Sociology (MS) (Clemson University, 2011)	
MUMMAW, JARED DAVID (P)	HIST 111: United States History to 1865 (3) (UT)  HIST 112: United States History since 1865 (3) (UT)	Master's (Academic) degree: History (MA) (Georgia College, 2011)	
Norris, Michelle (P)	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, 1995)	
ODell, Reginald (P)	HIST 111: United States History to 1865 (3) (UT)  HIST 112: United States History since 1865 (3) (UT)	Master's (Academic) degree: History (MA) (Southern New Hampshire, 2020)	
OLIVER, CORONICCA SMITH (P)	CSCE 101: Introduction to Computer Concepts (3) (UT)  CSCE 102: General Applications Programming (3) (UT)	Master's (Academic) degree: Applied Computer Science (MS) (Columbus State University, 2011)  Master's (Professional/Integrative) degree: Instructional Technology (MEd) (Georgia Southern University, 2007)	
Paramore, Nicholas (P)	PCAM 205: Foundations of Leadership (3) (UT)	Master's (Academic) degree: Leadership (MS) (The Citadel, 2021)	

Phillips-Long, Sandy G (F)	BIOL 110: General Biology (4) (UT)	Master's (Academic) degree: Biological Sciences (MS) (Clemson University, 2013)	
PISANO, ANDREW M. (F)	ENGL 101: Critical Reading and Composition (3) (UT)  ENGL 102: Rhetoric and Composition (3) (UT)	Doctorate (Academic) degree: English (PhD) (University of North Carolina Greensboro, 2014)	
Qaqish, Basil (P)	STAT 110: Introduction to Statistical Reasoning (3) (UT)	Doctorate (Academic) degree: Education Research, Measure, Evaluation (PhD) (University of North Carolina Greensboro, 2005)	
Schafer, Emily (F)	PSYC 101: Introduction to Psychology (3) (UT)	Master's (Academic) degree: Clinical Psychology (MA) (Wheaton College, 2005)	
Spurlock, Jennifer Lindsey (P)	SPAN 109: Beginning Spanish I (3) (UT)	Master's (Academic) degree: Spanish Language and Culture (MA) (University of Salamanca, 2024)	
Stapleton, Tracy Catharine (P)	SPAN 109: Beginning Spanish I (3) (UT)	Master's (Academic) degree: Spanish (MA) (Idaho State University, 2024)	
Teater, Daniel (P)	HIST 112: United States History since 1865 (3) (UT)  PCAM 205: Foundations of Leadership (3) (UT)	Master's (Academic) degree: American History & Government (MA) (Ashland University, 2021)	
Triplett, Jennifer Lynn (F)	SOCY 101: Introductory Sociology (3) (UT)	Doctorate (Academic) degree: Sociology (MA) (University of South Carolina Columbia, 2015)	

White, Alexander Howard (P)	MATH 111: Basic College Mathematics (3) (UT)	Master's (Academic) degree: Mathematics (MMath) (University of South Carolina Columbia, 2015)	
Wilson, Caroline Ford (P)	ARTH 105: History of Western Art (3) (UT)  ARTH 106: History of Western Art (3) (UT)	Master's (Academic) degree: Art History (MA) (University of South Carolina Columbia, 2004)	
Young, John Michael (P)	POLI 201: American National Government (3) (UT)	Master's (Professional/Integrative) degree: Public Administration (MPA) (30 Credit Hours Political Science) (Clemson University, 2008)  Coursework applied for POLI: POSC 8600: American Government (3 hours) POLI 7740: Public Policy Proc (3 hours) POSC 8290: Public Finance Management (3 hours) POSC 8780: Homeland Security (3 hours) POLI 7730: Personnel Admin (3 hours) POSC 8670: State Government (3 hours) POSC 6850: Glob Affairs & Govt (3 hours) POSC 8620: Admin Leadership (3 hours) POSC 8780: Performance Measures Public Mgmt (3 hours) POSC 8210: Perspectives On Pub Admin (3 hours)	

**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 I

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

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