



Office of Institutional Research, Assessment & Analytics

December 18, 2024

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:

The University of South Carolina Columbia is submitting the attached prospectus for approval of a new program at the current degree level that is a significant departure from current programs. The Master's of Public Safety Executive Leadership will be offered in Fall 2025. The aim of the 30-credit hour master's is to provide rigorous, practical, evidence-based leadership training for law enforcement and other public safety executives in South Carolina. The program will be ongoing and offered in a hybrid format that includes online and face-to-face coursework.

The University of South Carolina Columbia has prepared a prospectus to request approval to offer the Master's of Public Safety Executive Leadership degree. 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

Degree Program requesting Substantive Change
Joseph F. Rice School of Law
Master's in Public Safety Executive Leadership

December 18, 2024

Douglas Miles

Donald Miles
Executive Director OIRAA
SACSCOC Liaison

Contact:

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COMMON CONTENT A – BACKGROUND AND CONTEXT

Abstract:

In 2022, the University of South Carolina School of Law received \$10 million in funding from the South Carolina General Assembly to develop leadership training for command staff and prospective command staff police officers within the state. The proposed *Public Safety Executive Leadership* master's degree fulfills this legislative directive. We intend to offer classes in fall 2025 and anticipate an initial enrollment of 14 graduate students. The goal is to deliver ongoing training and be self-sustaining through tuition revenue once the general assembly startup funding is expended.

As the state's only public law school, the USC School of Law, working closely with the USC Criminology and Criminal Justice Department, is uniquely qualified to provide up-to-date legal, policy, and leadership training to the states law enforcement community, particularly the small departments that are underserved due training budget constraints. For the past 1 ½ years, the School of Law and Criminology and Criminal Justice Department has piloted the proposed curriculum in eight, one-week seminars with 32 South Carolina police officers as students. The students provided valuable feedback used to fine-tune the proposed curriculum. The state appropriation was used to cover the costs of the seminars.

The proposed 30-hour hybrid master's will be offered online and in-person (a series of one-week sessions) at the School of Law's campus in Columbia.

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

As noted, the South Carolina General Assembly recognized the need to develop law enforcement leaders throughout the state by modernizing training to incorporate concepts like evidenced-based policing, civil rights, communications skills, crisis management, and working with their respective communities for better public safety outcomes. In short, the aim of the *Public Safety Executive Leadership* degree is to provide rigorous, practical, evidence-based leadership training for law enforcement and other public safety executives in South Carolina. This objective aligns perfectly with the University of South Carolina's mission and goals to "educate students through outstanding teaching, and to provide research scholarship, and service that drives community and economic impact for the benefit of the state."

Indeed, the new master's program has been approved by USC Provost Donna Arnett and the USC Graduate Counsel. USC Board of Trustees' approval is expected in March 2025. The program is also endorsed by an advisory board of state law enforcement executives that help steer the direction of the program, including making curriculum recommendations. Board members include:

Amy Prock, Chief, Myrtle Beach Police Department AStanley@cityofmyrtlebeach.com
Jackie Swindler, Director, South Carolina Criminal Justice Academy ljswindler@sccja.sc.gov
J.J. Jones, Executive Director, South Carolina Police Chiefs' Association jj@scpolicechiefs.org
Greg Mullen, Retired Public Safety & Police Chief, Clemson University gmullen@clemson.edu
Leon Lott, Sheriff, Richland County Sheriff's Office llott1@sc.rr.com;
Wendy Regoeczi, Chair, USC Department of Criminology & Criminal Justice Regoeczi@mailbox.sc.edu

Distinguished faculty from the USC School of Law and Criminal Justice Department took the lead on curriculum development and will provide most of the instruction. The development and instruction team includes:

Ian Adams, Assistant Professor, USC Department of Criminology & Criminal Justice
Geoff Alpert, Professor, USC Department of Criminology & Criminal Justice
Marc Brown, Ed.D., Lead Instructor, USC School of Law
Chris Cowan, Executive Director, USC School of Law
Wendy Regoeczi, Chair, USC Department of Criminology & Criminal Justice
Maureen McGough, Adjunct Professor, U.S. Department of Justice
Seth Stoughton, Faculty Director, Professor of Law, USC School of Law
Erin Wilson, Director of Training, PhD Candidate, Presidential Fellow, USC School of Law
Mark A. Yancey, Director of Graduate Programs and Professor of Practice, USC School of Law

School of Law Dean Approval Letter and Criminal Justice Department Chair Approval Letters can be found in [Appendix C](#).

Program Curriculum and Projected Schedule:

The master's program consists of eight required classes (24 credit hours) and two electives (6 credit hours) over a 5-semester period. The MSL tuition is **\$23,400** (\$780/credit hour).

Course	Course #	Hours	Masters
Principles of Leadership & Management: Legal, Ethical, and Organizational Considerations	LAWG 701	3	Required
Evidence-Based Policing & Public Safety	LAWG 702	3	Required
Civil Rights: Practices for Public Safety Leaders	LAWG 703	3	Required
Sound Agency Management: Law, Policy, and Strategy	LAWG 704	3	Required
Co-Producing Public Safety: Building Trust and Centering Community Needs	LAWG 705	3	Required
Critical Incidents: Responding to and Learning from Near Misses and Unintended Outcomes	LAWG 706	3	Required
Collaborative Communications in Public Safety	LAWG 707	3	Required
Directed Study in Policing and Public Safety	LAWG 708	3	Required
Budgeting, Fiscal Management, and Strategic Planning for Public Safety Leaders	LAWG 711	3	Elective
Legal and Ethical Considerations in Public Safety: Today, Tomorrow, and Beyond	LAWG 712	3	Elective
Crime Prevention: Law, Research, Strategies, and Tactics	LAWG 713	3	Elective
Leadership for Officer Health, Safety, and Wellness	LAWG 714	3	Elective

COURSE SCHEDULE COHORT A

Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027
LAWG 701 Principles of Leadership & Management	LAWG 703 Civil Rights Practices	LAWG 705 Co-Producing Public Safety	LAWG 707 Collaborative Communications	1 Elective LAWG 711 <i>or</i> LAWG 712
LAWG 702 Evidence-Based Policing and Public Safety	LAWG 704 Sound Agency Management	LAWG 706 Critical Incidents	LAWG 708 Directed Study	1 Elective LAWG 713 <i>or</i> LAWG 714

COURSE SCHEDULE COHORT B

Fall 2026	Spring 2027	Summer 2027	Fall 2027	Spring 2028
LAWG 701 Principles of Leadership & Management	LAWG 703 Civil Rights Practices	LAWG 705 Co-Producing Public Safety	LAWG 707 Collaborative Communications	1 Elective LAWG 711 <i>or</i> LAWG 712
LAWG 702 Evidence-Based Policing and Public Safety	LAWG 704 Sound Agency Management	LAWG 706 Critical Incidents	LAWG 708 Directed Study	1 Elective LAWG 713 <i>or</i> LAWG 714

Student Learning Outcomes:

Upon graduation with a master's, an alum will have:

Objective 1	Knowledge and Application of Legal and Ethical Considerations , including <ul style="list-style-type: none">• A practical familiarity with the legal principles that govern the administration of public safety agencies.• In-depth knowledge of the legal doctrines related to their public safety mission, with a focus on preserving civil rights and civil liberties within their agencies and communities.• Robust knowledge and thoughtful application of ethical decision-making guidelines for lawful, effective, legitimate, and efficient policing.
Objective 2	Skills to Advance Evidence-Informed, Effective Public Safety Strategies , including <ul style="list-style-type: none">• How to identify, interpret, integrate, and contribute to scientific research relevant to public safety practices.• How to locate and assess promising practices across disciplines - both nationally and internationally, for the transferability and effectiveness of these practices in their own jurisdictions.• How to analyze existing assets to support transformational change, including funding, communities of practice, and professional resources.
Objective 3	Competencies to Co-Produce Public Safety with Communities , including <ul style="list-style-type: none">• Knowledge of historical and current sociolegal factors that impact community/police relations.• Skills needed to foster community trust and to engage the public as meaningful partners in identifying public safety priorities and improving public safety outcomes.• How to design and implement multi-disciplinary responses that center community needs and wholistically address public safety problems.
Objective 4	Knowledge and Application of Sound Leadership and Management Principles , including <ul style="list-style-type: none">• Those oriented towards continuous learning and improvement, including systems design, culture change, cognitive flexibility, and social learning.• Those specific to governing public safety agencies, including sound recruitment, retention, and promotional processes; accountability systems; and budgeting and strategic planning.• Critical and strategic thinking skills, with a particular focus on navigating changing landscapes, applying strategic foresight, and orchestrating responsive, effective, and sustainable solutions.
Objective 5	Communication and Collaboration Skills , including

- Competence in articulating and advocating for sound professional practices and public policies to improve public safety outcomes at the local, national, and international level.
- Oral and written communication skills across the types and contexts of communication common to public safety executives such as with internal team members (supervisors, peers, and subordinates), external stakeholders (community members and elected officials), and media (traditional and social).
- The flexible, varied skills needed to work collaboratively and effectively across internal and external stakeholders.

Course Descriptions:

LAWG 701 - Principles of Leadership & Management: Legal, Ethical, & Organizational Considerations

This course develops the leadership and management competencies essential for lawful and effective public safety administration. It explores the legal, ethical, and organizational responsibilities of leaders and managers, emphasizing the significance of observational leadership and transformative interactions to inspire and empower teams. Students will learn to navigate complex moral dilemmas while promoting integrity and accountability within their agencies. They will explore systems design and strategic risk management principles, understanding how to optimize agency operations, identify vulnerabilities, and mitigate potential risks to enhance overall performance and public safety. Additionally, students explore the role of agency culture in shaping organizational values and effectiveness and learn how best to foster a positive and inclusive environment. Through this course, students will be equipped with a holistic understanding of what drives successful public safety administration, ensuring they are well-prepared to lead their agencies with vision, integrity, competence, and a commitment to excellence.

LAWG 702 - Evidence-Based Policing & Public Safety

This course explores the importance and utility of evidence-based practices. Students will learn about tools and strategies to integrate data-driven insights into their agencies' operations, evaluate impacts, and contribute to the development of scientific evidence about what matters and what works for fair and effective public safety administration. Students will explore the latest public safety research and learn to harness cutting-edge analytical techniques for data-driven decision-making. Emphasizing the importance of collaborative research partnerships, the course also focuses on how to identify and vet external research partners, collaboratively design scientific experiments, lawfully and ethically collect relevant data, and integrate research findings into agency policies and practices. Through this course, students will learn how best to cultivate and sustain a culture of continuous learning that empowers public safety agencies to address emerging challenges, enhance public trust, and drive positive societal change.

LAWG 703 - Civil Rights: Practices for Public Safety Leaders

This course equips public safety leaders with a legal and practical understanding of how best to advance civil rights through fair and effective public safety administration and services. This course will explore the origins of law enforcement authority and the historic role of law enforcement as it relates to both violation and protection of civil rights. It will explore civil rights litigation and its implications for fair, effective, and

lawful public safety practices, focusing on topics such as racial profiling, search and seizure, constitutional auditors, and protest response. And it will guide students through the development of their own individualized approach to leadership for the advancement of civil rights. Through this course, students will become well-versed in navigating the intricacies of Constitutional doctrines, and promoting the principles of justice, respect, and equal protection under the law among the communities they serve.

LAWG 704 - Sound Agency Management: Law, Policy, and Strategy

This course will explore best practices and legal requirements for human resource management within public safety agencies. Students will explore the concepts of organizational change and culture, and the critical role of leadership in shaping agency environments and priorities. Students will explore various aspects of human resources law, including employment discrimination, workplace harassment, labor relations, and employee benefits. Students will explore legal and practical considerations related to employee discipline and termination and gain insights into mitigating potential legal risks and handling human resources-related disputes within the organization. They also will dive into evidence-informed strategies for improving and expanding hiring, assessment, and retention of qualified officers, as well as determining optimal staffing levels and optimizing use of current staff. Through this course, students will possess the legal acumen and practical knowledge to navigate complex human resource and staffing challenges, promote a positive organizational culture, and foster a respectful and fair working environment for all employees within their public safety agencies.

LAWG 705 - Co-Producing Public Safety: Building Trust and Centering Community Needs

This course equips students with the knowledge, skills, and attitudes to understand drivers of crime and develop multi-disciplinary, community-centered solutions that leverage the public as partners in the production of public safety. Public safety leaders will learn how to best engage the public—including communities with which agencies have historically strained or mistrustful relationships—to identify public safety needs and collaboratively develop solutions that go beyond traditional law enforcement-centric approaches. This course covers social determinants of public safety, including public health, housing, education, transportation, and economic ecosystems, among others. It also includes strategies and specific tactics for effective collaboration with a range of social service providers, emphasizing the value of multi- and interdisciplinary interventions as well as co-responder and alternative response models. Through this course, students will be well-positioned to work with stakeholders to advance jurisdiction-wide, collaborative solutions to meet community priorities across a range of social determinants.

LAWG 706 - Critical Incidents: Responding to and Learning from Near Misses and Unintended Outcomes

This course equips public safety leaders with the essential knowledge and skills to leverage near misses and unintended outcomes as an opportunity for improving future performance. Through hands-on review of case studies, this course will demonstrate how negative outcomes often result from multiple underlying system weaknesses. Students then will learn how to design multi-disciplinary sentinel event reviews to identify these weaknesses and develop and implement recommendations to address them. Building off of proven public safety sentinel event review models, students will learn about the processes, strategies, communications, and oversight necessary to implement review recommendations and measure progress over time. By the end of the course, students will be equipped to lead their organizations in collaboratively learning from negative outcomes with an eye toward prevention and conducting comprehensive, multi-disciplinary reviews to improve future performance.

LAWG 707 - Collaborative Communications in Public Safety

This course develops the skills necessary to foster strong, collaborative relationships with staff, communities, media, and policymakers. It will provide communication strategies designed to engage and motivate agency personnel while creating a culture of disclosure and honesty, fostering a sense of purpose and commitment among officers and staff. It will examine the principles of and best practices for engaging diverse communities in collaborative discussions to support the co-production of public safety. It will address crisis communications management, preparing students to respond effectively and empathetically during and after emergencies, critical incidents, and sensitive situations. It also will explore strategies for working collaboratively with journalists and leveraging traditional media channels to amplify their agency's narrative, foster greater transparency, and improve public understanding. Special attention will be given to addressing communication limits such as Public Records laws and challenges such as bridging generational gaps and managing conflicts constructively within the organization. Through this course, students will gain practical experience and applied knowledge of how best to leverage specific communications principles and strategies to support collaborative, trusting, beneficial relationships across key stakeholder groups.

LAWG 708 - Directed Study in Policing and Public Safety

This course is designed to help public safety executives synthesize and apply the knowledge acquired throughout their studies to address real-world challenges in their professional roles. This course provides a flexible and individualized learning experience, allowing students to engage in in-depth research and practical projects tailored to their specific interests and organizational needs. By integrating theoretical frameworks with practical application, students will develop actionable strategies and solutions to enhance public safety, improve leadership practices, and effectively respond to complex issues within their agencies and communities. This capstone experience aims to bridge academic learning with practical implementation, preparing graduates to play integral roles in advancing lawful, legitimate, effective, and efficient public safety services.

LAWG 711 - Budgeting, Fiscal Management, and Strategic Planning for Public Safety Leaders

This course offers an in-depth exploration of the critical financial principles and practices essential for a modern public safety administrator. Through an examination of budgeting methodologies, revenue streams, financial reporting, and legal obligations, students will gain a comprehensive understanding of how to optimize resource allocation while maintaining organizational integrity and public trust. The course also will address techniques for evaluating cost-effectiveness and developing long-term financial sustainability strategies. Students will learn applied strategies for conducting cost-benefit analyses, including how best to calculate “soft” numbers like social impact. Additionally, students will explore strategic management principles for the purposes of near- and long-term planning. The course will delve into the process of conducting situational analyses, identifying strengths, weaknesses, opportunities, and threats (SWOT analysis) to inform strategic decision-making. Students will develop expertise in setting clear objectives, defining measurable outcomes, and allocating resources to achieve organizational priorities. Emphasizing real-world scenarios, case studies, and best practices, students will learn to create strategic budgets and plans that align with agency objectives, address community needs, and support the well-being of both officers and civilians.

LAWG 712 - Legal and Ethical Considerations in Public Safety: Today, Tomorrow, and Beyond

This course is designed to empower public safety leaders with the knowledge and tools to navigate complex ethical dilemmas inherent in public safety leadership. Through an examination of ethical theories, case studies, and real-world scenarios, students will develop a deep understanding of legal and ethical principles and their practical application within the context of policing. Students will engage in thoughtful discussions and critical analysis to explore the legal and ethical implications of various decision-making models, aiming to promote fair, just, and equitable practices within their agencies. These issues will be explored in the context of the rapidly evolving challenges faced by law enforcement agencies in the 21st century, including policing in the digital age, cybercrime, and the impact of technology on investigative practices, with a particular focus on rapidly evolving surveillance technology and artificial intelligence. Through in-depth analysis and case studies, students will explore the potential benefits and risks of each technology, considering ethical, legal, and social implications to make informed choices that prioritize transparency, privacy, and public trust. By the end of the course, students will be equipped with a strong legal and ethical framework to guide their decision-making processes now and well into the future, enabling them to navigate complex situations with integrity, uphold the highest professional standards, and ensure the ethical and moral foundations of their agencies are safeguarded.

LAWG 713 - Crime Prevention: Law, Research, Strategies, and Tactics

This course explores evidence-based approaches to proactively combat and prevent crime. Through a rigorous examination of crime patterns and causal factors, including social determinants and environmental considerations, students will gain insights into identifying high-risk areas and vulnerable populations. They will explore various crime prevention theories, including situational crime prevention, crime prevention through environmental design, social crime prevention, and community-based strategies, and learn to leverage data and advanced technology for intelligence-led policing. They will engage in practical exercises to design locality-specific prevention strategies that include robust community partnerships and interagency collaboration. They will explore the critical role of communities in co-producing public safety and how best to effectively engage communities most impacted by police activity as partners in this work, including exploration of community-led responses. Additionally, the course will explore the role of leadership, emphasizing the importance of officer training and performance audits. By the conclusion of the course, students will be equipped to develop, implement, and evaluate comprehensive, collaborative crime prevention plans, ultimately fostering safer neighborhoods and building stronger bonds between law enforcement and the communities they serve.

LAWG 714 - Leadership for Officer Health, Safety, and Wellness

This course is specifically designed to equip public safety leaders with the knowledge and skills to prioritize the physical, mental, and emotional well-being of their officers and personnel. The course will cover legal requirements and evidence-based strategies to address occupational stress, fatigue, and burnout among officers, as well as the importance of mental health support and resources. Students will explore institutional approaches to enhancing officer physical fitness, managing trauma exposure, and fostering resilience in the face of adversity. They also will learn how to identify and address the varied needs of their staff, understanding that a single approach to safety and wellness is unlikely to meet the intersectional needs of their officers. By the end of the course, students will be equipped to lead their organizations with a focus on officer health, safety, and wellness, promoting a supportive and resilient work environment that enhances both the performance and overall well-being of their personnel.

Admissions and Graduation Requirements:

Requirements for Admission:

- Successful completion of undergraduate degree from an accredited institution.
- Two letters of recommendation (For current law enforcement officers, one letter should be from the chief of police or equivalent leader supporting applicant's candidacy while employed).
- Interview.
- Admission preference will be given to South Carolina law enforcement officers.
- GRE, GMAT, or LSAT scores are not required.

Graduation Requirements:

- Successful completion (C or better) of 24 hours of required courses plus 6 hours of elective courses.

Method(s) of Course Delivery:

The eight courses required for the master's degree, and they will be delivered in a blended format, combining online and in-person learning. These courses are neither asynchronous nor self-paced. New content, materials, and assignments will be released periodically throughout the semester. Everything should be completed in the posted order, as the online modules and in-person instruction are designed to build on each other.

Each required course will follow the same general structure. The initial modules will be delivered online via the University's learning management system (currently Blackboard Ultra). Twelve (12) to fifteen (15) instructional hours will be delivered in-person at the University of South Carolina campus over the course of one (1) week (Monday to Friday). Those dates will be established, published, and advertised well in advance. The remaining instructional hours will be delivered online.

Students are expected to enroll in two courses concurrently each semester. The in-person component for each concurrent course will be co-scheduled during the same week to minimize travel costs. The in-person sessions will feature active pedagogy, ensuring that students have hands-on time to understand, work with, and apply the material. They will demonstrate competency through activities like case studies, tabletop simulations, surprise press conferences, and other appropriate experiential opportunities.

The two elective courses will be delivered consecutively within the same semester and will be delivered completely on-line. Students will work at different times from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time. Any scheduled meetings for the entire class will be optional.

Planned Location(s) of the Program:

Most instructional hours will be delivered online, through Blackboard, the University's learning management system. In-person instruction will take place at a Joseph F. Rice School of Law classroom located at either 1525 Senate St. or 1501 Senate St. as appropriate to the cohort size.

Policies for Awarding Credit (Compliance with Standard 10.7 of the Principles of Accreditation):

The University adheres to the IPEDS [Integrated Postsecondary Education Data System] definition of a credit hour as ‘a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term.’ Therefore, each single course credit requires a minimum of 700 minutes of continuous and ongoing instructional time. A minimum of one calendar week of instruction with a cumulative total of at least 700 minutes is required for each credit offered. Therefore, these three-credit hour courses will have a minimum of 2100 instructional minutes. This time excludes breaks and final exams. All courses offered at the University of South Carolina Columbia are recorded in terms of semester hours.

Administrative Oversight:

Extensive administrative oversight will take place by the Advisory Board, School of Law, and Graduate School. First, the School of Law’s Director of Graduate Programs and Program Manager will oversee the day-to-day operations of the program. Given this is a master’s and not a JD, the USC Graduate School, working with the School of Law, will oversee admissions, registration, financial aid, and graduation. Finally, the Advisory Board will assist with curriculum change recommendations to ensure it addresses current challenges faced by law enforcement executives. Substantive changes to the curriculum will be submitted for university, state, and regional accreditation approvals.

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

Faculty Qualifications:

Faculty that teach in the master's program will meet the requirements outlined in Academic Affairs Policies and Procedures Manual for the University of South Carolina, including ACAF 1.20: *Credentials Verification for Instructors of Record* ([Appendix D](#)). The faculty roster form for the program can be found in [Appendix E](#). Additional information for each known instructor can be found below.

Seth Stoughton, Professor of Law, is the Faculty Director. Professor Stoughton is also an Affiliate Professor in the Department of Criminology and Criminal Justice. Stoughton's scholarship on policing has appeared in the *Emory Law Journal*, *Minnesota Law Review*, the *Virginia Law Review*, and other top journals. He is the principal co-author of *Evaluating Police Uses of Force* (NYU Press 2020), and has written book chapters about police misconduct, the use of force, and use-of-force review. He is a frequent lecturer on policing issues; has regularly appeared on national and international media; has written about policing for *The New York Times*, *The Atlantic*, *TIME*, and other news publications; and has filed multiple *amicus* briefs to the Supreme Court. Seth has served as an expert in several high-profile police cases, including testifying in the criminal prosecutions of Derek Chauvin, who was convicted for killing George Floyd, and Kim Potter, who was convicted for killing Daunte Wright, and providing expert analysis related to the police killing of Christian Glass and actions taken by the Seattle Police Department during the 2020 protests. He has testified for and against officers in both criminal and civil cases and provided independent investigation and review of use of force incidents.

Stoughton teaches Police Law & Policy, Criminal Procedure, Criminal Law, and the Regulation of Vice. He is also instrumental in the design and delivery of a suite of professional development courses for police executives through the EPPS Program, including Principles of Leadership and Management, Collaborative Communications, Evidence-Based Policing, Civil Rights for Police Executives, and others. Professor Stoughton was honored with the School of Law's Outstanding Classroom Teacher Award in 2016 and 2021 and the Outstanding Faculty Publication Award (Book) in 2021, and with the Honorable Matthew J. Perry, Jr. Chapter of the National Black Law Students Association's Eboni S. Nelson Award in 2015 and 2018.

Prior to attending law school, Stoughton served as an officer with the Tallahassee Police Department for five years. In that time, he trained other officers, helped write policies to govern the use of new technologies, earned multiple instructor and operator certifications, and taught personal safety and self-defense courses in the community. In 2004, he received a Formal Achievement Award for his role as a founding member of the Special Response Team. After leaving the police department, Seth spent three years as an Investigator in the Florida Department of Education's Office of Inspector General, where he handled a variety of criminal and administrative investigations. In 2008, he received a statewide award for his work combating private school tuition voucher fraud.

Dr. Ian Adams will serve as a part-time instructor. Adams earned his Ph.D. from the University of Utah and was a uniformed officer with the Salth Lake City Police Department. Adams has authored or co-authored numerous articles and book chapters on policing. His scholarship focuses on police use of force and technology. Adams is the Managing Editor of *Police Practice & Research: An International Journal*.

Dr. Marc Brown is a full-time faculty member. Dr. Brown began his career as a police officer in the Charleston Area of South Carolina for approximately 14 years. While active as a police officer I was a Narcotics Detective, Intelligence Investigator, Patrol Corporal and Community Outreach officer. While working as a Narcotics Detective, he obtained a master's degree in criminal justice from Charleston Southern University.

Brown has received several awards and has been recognized for his work ethic and dedication during his active law enforcement career. In 2007, he was named Deputy of the Month by the Charleston County Sheriff's Office. In 2008, he was granted the Award of Merit from The Fraternal Order of Police. In the same year, he was named Officer of the Year by both the Hanahan Police Department and the Hanahan Exchange Club. In 2016 Brown received the Special Recognition Award from the Charleston County Sheriff's Office for my role during a sexual assault investigation that linked the defendant's DNA to a 12-year-old criminal case. The Charleston City Police Department honored Marc in 2017 with a Special Recognition Award for his actions during an active shooter incident.

Dr. Brown worked for the Federal Law Enforcement Training Centers (FLETC) for approximately 5 years as a Physical Technique's Instructor. He completed his Doctor of Education in Organizational Leadership with an emphasis in Organizational Development from Grand Canyon University in 2021. His doctoral research was on the relationship between leadership and patrol officers' work performance. Marc is enthusiastic about using my academic and practical skills to improve trust and safety between police and communities they serve.

Dr. Wendy Regoeczi chairs the USC Criminology and Criminal Justice Department. She has conducted research on homicide and violent crime for more than two decades. Dr. Regoeczi is the former editor of the journal *Homicide Studies* and previously served on the Research Advisory Council of the *International Association of Chiefs of Police*. Her research interests include victimization, homicide, homicide followed by suicide, intimate partner violence, criminal investigations, violence prevention, child abuse, and program evaluation. Her research has been funded by local, state, and federal grants, including the *National Institute of Justice* and the *National Science Foundation*. Her most recent projects include serving as a local evaluator for the federally funded Domestic Violence Homicide Prevention Demonstration Initiative and working with the Ohio Victim Witness Association on identifying best practices for working with family members of homicide victims. She is coauthor (with Terance Miethe) of *Rethinking Homicide: Exploring the Structure and Process Underlying Deadly Situations*, published by Cambridge University Press. Dr. Regoeczi will be a part-time instructor.

The complement of full-time, part-time, and adjuncts is more than adequate to maintain the high academic standard set for the program and will not adversely impact other duties.

COMMON CONTENT C – RESOURCE – LIBRARY AND LEARNING

Student Learning Resources:

University Libraries at the University of South Carolina offers a robust collection of physical and digital resources for students. The Thomas Cooper and the School of Law libraries offer databases, journals, Interlibrary Loans, Scan & Deliver and other services necessary for successful completion of assignments.

Valuable journals for the MSL in Public Safety Executive Leadership include:

- Police Quarterly
- Policing and Society
- Police Practice and Research
- International Journal of Police Science and Management
- Journal of Criminal Law and Criminology
- Journal of Evidence-Based Policing
- Criminology
- Annual Review of Criminology
- Criminology and Public Policy
- Journal of Quantitative Criminology
- Annual Review of Criminal Procedure (Georgetown Law)
- Journal of Criminal Law
- Journal of Criminal Law and Criminology

Faculty and instructional support provided by University Libraries include dedicated subject-specific librarians, and instructional designers through the Center for Teaching Excellence. Syllabi can be sent in advance to request links in Blackboard for articles, streaming videos, book chapters, ebooks and Open Educational Resources: librarians will provide these links free of charge to the students and will manage any copyright issues for the instructor.

No new equipment or facilities are required for this program.

Student Access to Learning Resources and Materials:

Matriculants will attend an online orientation session that introduces key faculty and staff, as well as program expectations. Within the program expectations section, academic standards and support services will be introduced. This introduction will be followed by an associated Blackboard module containing links to important university support services and learning resources embedded within each course. Instruction on information literacy, library services, and academic strategies will be scaffolded across the curriculum. Dr. Yvette Sands, the programs Instructional Designer, will be available to students and faculty for Blackboard assistance. Students are made aware of library and learning information resources available to them during orientation sessions, course syllabi, and individual course orientation. Students can access online databases and other library catalogues off campus using their USC username and password.

COMMON CONTENT C – RESOURCE – STUDENT SUPPORT SERVICES

Student Support Services:

- **Graduate Student Resource Hub:** The primary mission of the Graduate Student Resource Hub is to provide a more integrated graduate student experience that holistically encompasses academic training and professional development for students at USC.
- **Graduate Student Association:** The Graduate Student Association (GSA) exists to foster unity, support and advocacy on behalf of USC graduate and professional Students.

- **Office of Student Advocacy (Ombuds):** The Graduate School Ombuds serves as a confidential, neutral, informal and independent resource for graduate students' concerns and conflicts.
- **Career Guidance:** Graduate students have access to free guidance designed to help convey, develop, and leverage skills for professional positions, particularly in non-academic settings.
- **Professional Development:** Landing a professional position is critical following the completion of graduate degrees/certificates. This resource provides a list of tools, resources, and professional development programs to help students discover and develop their career potential. Resources include but not limited to: career guidelines, teaching training, publishing, individual development plans, grant and proposal writing, communication and negotiation, etc.).
- **Travel Grants:** Travel grants are available for graduate students.
- **Veterans and Military Services:** Can help ensure that students, faculty and staff who have served in the military receive the VA benefits to which you are entitled, and provide you with ongoing support throughout your
- **Disabilities Services:** The Student Disability Resource Center 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:

In-person course will be held in the Joseph F. Rice School of Law, Columbia Campus, a state-of-the-art building that opened in 2017. Alternatively, courses may be held in the newly renovated Taylor House, which opened in October. The Taylor House has two dedicated classroom spaces that hold approximately 18 students.

COMMON CONTENT C – RESOURCE – FINANCIAL RESOURCES

Financial Resources:

As noted, the University of South Carolina School of Law received \$10 million in funding from the South Carolina General Assembly to develop leadership training for command staff and prospective command staff police officers within the state. Consequently, no funding from the School of Law will be needed for startup costs or on-going support. If revenue falls short of expectations, the general assembly appropriation alone is sufficient to sustain the program until approximately 2028.

Public Safety Executive Leadership Projected Budget

Sources of Financing by Year				
Category	Year 1	Year 2	Year 3	Total
Tuition Funding	\$131,040	\$617,760	\$842,400	\$1,591,200
Other Funding*	\$273,241			\$273,241
Total Revenue	\$404,281	\$617,760	\$842,400	\$1,864,441
Estimated Costs Associated with Implementing the Program by Year				
Category	Year 1	Year 2	Year 3	Total
Program Administration and Faculty and Staff Salaries	\$306,366	\$310,469	\$324,779	\$941,614
Facilities, Equipment, Supplies, and Materials	\$90,915	\$92,613	\$96,882	\$280,410
Library Resources	\$2,333	\$2,308	\$2,344	\$6,985
Other (<i>allocated support costs</i>)	\$4,667	\$4,615	\$4,688	\$13,970
Total Expenses	\$404,281	\$410,005	\$428,693	\$1,242,979
Net Total (<i>Sources of Financing Minus Estimated Costs</i>)	0	\$207,755	\$413,707	\$621,462

*Net losses will be covered by the \$8,100,000 remaining balance from original \$10,000,000 General Assembly appropriation.

COMMON CONTENT D – INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES

Assessment Processes:

The University of South Carolina, Columbia has an assessment protocol in place for all programs within academic units. The program assessment process occurs on a 2-year schedule in which programs report their assessment data as means to analyze student performance, evaluate program efficiency, and utilize results to influence program and/or assessment revisions. The program will be assessed through the standard University of South Carolina assessment software system, Assessment Plan Composer, which is used to report results on all program goals and objectives and within, or outside of, specific course assessment will occur. Assessment data will be reviewed each year by the program director, program faculty, and department chair to determine if changes need to be made to individual courses and/or the program.

Appendix A

University of South Carolina -Columbia
Programs with CIP Codes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

University of South Carolina -Columbia
Programs with CIP Codes

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

Appendix B

List of Existing Approved Off-Campus Sites and Addresses

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

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

Marine Corps Air Station (MCAS)	Building 596 Geiger Boulevard MCAS Beaufort, SC 29904	04/12/2019	04/12/2019	PMBA	Yes
Marine Corps Recruit Depot Parris Island	Building 923 355 Chosin Reservoir Road MCRD Parris Island, SC 29905	04/12/2019	04/12/2019	PMBA	Yes
Ridgeview High School	4801 Hard Scrabble Road, Columbia, SC 20229	12/06/2019	01/06/2020	AA, AS	Yes
Fort Jackson Education Services Center	4600 Strom Thurmond Boulevard, Fort Jackson, SC 29207	12/2/2019	8/3/2020	AA, AS	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	12/17/2019	8/3/2020	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Exercise Science	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	2/5/2021	1/1/2021	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Sport and Entertainment Management	Yes
River Bluff High School	320 Corley Mill Road, Lexington, SC 29072	3/31/23	8/1/2022	AA, AS	Yes
Nation Ford High School	1400 AO Jones Boulevard, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
White Knoll High School	5643 Platt Springs Road, Lexington, SC 29073	5/12/2023		AA, AS	Yes
Catawba Ridge High School	1180 Fort Mill Pkwy, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Lexington High School	2463 August Highway, Lexington, SC 29072	5/12/2023		AA, AS	Yes

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

Appendix C



September 5, 2023

Donna K. Arnett
Executive VP for Academic Affairs and Provost
University of South Carolina
Osborne Administration Building, Suite 102E
Columbia, SC 29208

Re: Pre-Authorization Request for Graduate Program in “Public Safety Executive Management”

Dear Provost Arnett,

The School of Law requests approval of a master’s degree to expand its Excellence in Policing and Public Safety (EPPS) program. Founded in 2022 with an appropriation from the South Carolina General Assembly, EPPS is designed to enhance policing by adding leadership and professional development opportunities for law enforcement executives. EPPS is a collaborative effort by the School of Law and the Department of Criminology and Criminal Justice. Indeed, criminal justice professors serve on the EPPS board, as faculty, and research partners.

As to need, to be competitive in today’s law enforcement job market an advanced degree is necessary to qualify for many top leadership positions. The addition of a master’s degree to EPPS will allow students to earn an advanced degree through online and in-person course offerings while continuing to work full-time.

The masters in “Public Safety Executive Management” will not diminish the Department of Criminology and Criminal Justice graduate programs that focus more on theory; rather, it will augment their programs by adding a unique law- and leadership-focused degree for law enforcement executives that already understand criminology and the criminal justice system.

Sincerely,

A handwritten signature in blue ink, appearing to read "William C. Hubbard". The signature is written in a cursive style and is positioned above a horizontal line.

William C. Hubbard, Dean
University of South Carolina School of Law
1525 Senate St.
Columbia, SC 29208



September 29, 2023


Donna Arnett
Executive VP for Academic Affairs and Provost
Osborne Building, Suite 102E
Columbia, SC 29208


RE: Acknowledgement Letter in Support of New Law School Policing Masters

Dear Provost Arnett,

We seek approval for a master's degree to augment our Excellence in Policing and Public Safety (EPPS) program. Founded in 2022 with an appropriation from the South Carolina General Assembly, EPPS is designed to enhance policing by adding leadership and professional development opportunities for law enforcement executives. The EPPS program is a joint venture between the School of Law and the Department of Criminology and Criminal Justice. Indeed, criminal justice professors serve on the EPPS board and as faculty. To be competitive in today's law enforcement job market, a master's degree is necessary to qualify for top leadership positions. The addition of a master's degree to the program will allow EPPS students to earn an advanced degree through online and in-person course offerings.

A master's degree from the School of Law will not adversely impact the Department of Criminology and Criminal Justice graduate programs; rather, it will enhance the reputation of both schools by adding a unique program for working law enforcement professionals who desire to advance their careers by improving their education levels. The master's degree programs in the School of Law and the Department of Criminology and Criminal Justice, while seemingly related, cater to distinct academic and professional audiences. The Department of Criminology and Criminal Justice offers a master's degree with a comprehensive breadth, encompassing the entirety of the criminal justice system. It is designed to survey the existing knowledge across this expansive field as well as foster the development of research skills to enable students to conduct and critically evaluate research. In contrast, the master's degree from the School of Law is particularly tailored for those in law enforcement with an aim towards building effective leadership skills.


Mark A. Yancey
Director of Graduate Programs
School of Law


Wendy Regoeczi
Department Chair
Department of Criminology and Criminal Justice

Appendix D

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

PURPOSE

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

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

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

DEFINITIONS AND ACRONYMS

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

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

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

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

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

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

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

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

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

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

POLICY STATEMENT

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

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

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

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

A. Credential Verification

1. Criteria for Credential Verification

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

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

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

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

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

2. Alternative Credentialing

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

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

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

5. Required Review for New Class Assignment

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

6. Per-Course Review Requirement

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

7. ROTC Instructors

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

8. Credential Documents

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

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

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

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

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

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

PROCEDURES

A. Responsibility for Implementation

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

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

B. Verifying Credentials of Instructors of Record

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

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

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

D. Submitting Faculty Credential Documentation for the SACSCOC Faculty Roster

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

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

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

RELATED UNIVERSITY, STATE AND FEDERAL POLICIES

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

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

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

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

[ACAF 1.16 Professional-Track Faculty](#)

[ACAF 1.19 Instructor of Record](#)

[ACAF 4.00 Graduate Assistantships](#)

[UNIV 2.50 Affiliate Appointments](#)

HISTORY OF REVISIONS

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

APPENDIX

Courses approved for non-standard credentials

Appendix E

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of South Carolina

Name of Primary Teaching Department: School of Law

Academic Term(s) Included: Fall 2023, Spring 2024

Date Form Completed: 12/18/2024

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
Adams, Ian (P)	LAWG 702: Evidence Based Policing and Public Safety (3)(G)	<p>Doctorate (Academic): Political Science (PhD) (University of Utah)</p> <p>Master's (Professional): Public Administration (MPH) (University of Utah)</p>	Former police officer, Salt Lake City Police Department
Stoughton, Seth (P)	LAWG 703: Civil Rights Practices for Public Safety Leaders (3)(G)	Juris Doctor: Law (JD) (University of Virginia)	Former police officer, Tallahassee, Florida Police Department
Brown, Marc (F)	<p>LAWG 701: Principles of Leadership & Management: Legal, Ethical, and Organizational Considerations (3)(G)</p> <p>LAWG 704: Sound Agency Management: Law, Policy, and Strategy (3)(G)</p> <p>LAWG 707: Collaborative Communications in Public Safety (3)(G)</p>	<p>Doctorate (Professional): Organizational Leadership (EdD) (Grand Canyon University)</p> <p>Master's (Academic): Criminal Justice (MS) (Charleston Southern University)</p>	<p>Former police officer, Charleston Police Department</p> <p>PhD Dissertation: Relationships Between Leadership, Leader-member Exchanges, and Work Performance in Uniformed Divisions of Law Enforcement</p>

Regoeczi, Wendy (P)	LAWG 705: Co-Producing Public Safety: Building Trust and Centering Community Needs (3)(G)	Doctorate (Academic): Sociology (PhD) (University of Toronto)	
McGough, Marueen (P)	LAWG 706: Critical Incidents: Responding to and Learning from Near Misses and Unintended Outcomes (3)(G)	Juris Doctor: Law (JD) (George Washington School of Law)	Practicing Attorney with U.S. Department of Justice
Yancey, Mark (F)	LAWG 708: Directed Study in Policing and Public Safety (3)(G)	Juris Doctor: Law (JD) (Samford University)	Former FBI Agent and U.S. Attorney with the U.S. Department of Justice
To Be Hired (P)	LAWG 711: Budgeting, Fiscal Management, and Strategic Planning for Public Safety Leaders (3)(G)	Terminal degree in Law, Criminal Justice, Public Safety, or related field.	Professional work experience in related field
To Be Hired (P)	LAWG 712: Legal and Ethical Considerations in Public Safety: Today, Tomorrow, and Beyond (3)(G)	Terminal degree in Law, Criminal Justice, Public Safety, or related field.	Professional work experience in related field
To Be Hired (P)	LAWG 713: Crime Prevention: Law, Research, Strategies, and Tactics (3)(G)	Terminal degree in Law, Criminal Justice, Public Safety, or related field.	Professional work experience in related field
To Be Hired (P)	LAWG 714: Leadership for Officer Health and Wellness (3)(G)	Terminal degree in Law, Criminal Justice, Public Safety, or related field.	Professional work experience in related field

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