

Faculty Organization Meeting

November 18, 2016

Present:

Shemsi Alhaddad
Marybeth Berry
Stan Emanuel
Adam Biggs
Noni Bohonak
Leigh Pate
Dwayne Brown
Christopher Bundrick
Fernanda Burke
Richard Van Hall
Walter Collins
Kimberly Covington
Ron Cox
Erin Moon-Kelly
Liz Easley
Frances Gardner
Annette Duker-Golonka
Lisa Hammond
Darris Hassell
Kate Holland
Jason Holt
Howard Kingkade
Ernest Jenkins
Kaetrena Kendrick
Dana Lawrence
Nick Lawrence
Patrick Lawrence
Suzanne Penuel
Kim Richardson
Andy Yingst
Steven Campbell
Lynnette Martek
Angela Neal
Andy Yingst
Steven Campbell
Laura Carnes
Bob Bundy
Blake Faulkenberry
Tracey Mobley-Chavous

Not Present:

Brooke Bauer
Brent Burgin
Michael Bonner
Courtney Catledge
Mark Coe
Robert Collins
Arthur Currence
Jill Castiglia
Rebecca Freeman
Garane Garane
Claudia Heinmann-Priest
Claudine Jones
Chris Judge
Godfrey Ndubuisi
Bruce Nims
Phillip Parker
Stephen Criswell
Babette Protz
Denise Roberts
Todd Scarlett
Ann Scott
Brittany Taylor-Driggers
Susan Cruise
Amber Williams
Megan Catoe
Ken Cole
Tania Wolochwianksi

Sarah Hunt-Sellhorst
Bettie Obi-Johnson
Allan Pangburn
David Roberts
John Rutledge
Mike Sherril

Agenda for 11/18/2016

1. Call to Order- 1:15pm

II. Correction/ Approval of Minutes

Minutes Approved

III. Reports of Officers

a) Dean of the Campus—Dr. Walter Collins

Question about approval of other faculty searches to which Palmetto College has not responded as of yet regarding these other searches that were originally advertised last year.



UNIVERSITY OF
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LANCASTER

Dr. Walter P. Collins,
III
Regional Campus Dean

Report to the USC Lancaster Faculty Organization
November 18, 2016

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b) Associate Dean for Academic and Student Affairs—Dr. Ron Cox



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M. Ron Cox, Jr., Ph.D.

Associate Dean for Academic & Student Affairs

118 Hubbard Hall

REPORT TO THE FACULTY

18 November, A.D. 2016

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In January, OIRAA will remind Specialty Team Chairs to distribute to faculty the instructions for creating assignments in Blackboard (if applicable), and also provide copies of the assessment rubrics.

OIRAA will also plan to host a training session for faculty interested in serving as reviewers/raters for the artifacts. This should occur in February 2017.

PALMETTO COLLEGE. Several new online degree programs are scheduled to become available in SPRING 2017, including Health Informatics from USC Upstate and Special Education from USC Aiken. More news as it becomes available.

The Academic Deans have been reviewing a proposal to amend the current Liberal Studies degree to include a major concentration or cognate in Legal Studies (much like we did with Native American Studies). A student could indicate Legal Studies as an area of focus and would then complete the required number of selected courses within that area. Similarly, the AD's have received a proposal for an "Entrepreneurship emphasis" for students in the Organizational Leadership degree program. This is also under review.

Discussion:

Deadline November 7, 2016 for grants and faculty was not informed; when decision was made to deliver freshmen level courses online? Trouble with accuracy and correct information regarding grants and what content is to be delivered online? (Not sure these were answered sufficiently)

- c) Academic Success Center- See Attached Report
- d) Institutional Effectiveness and Research- See Attached Report

There was various discussion regarding this topic about the merits, logistics of turning this information online, and whether this should have been presented to the faculty for a vote or review; consulting the faculty about the changes. This is **EFFECTIVE** immediately. T&P committee was not consulted about changes; explained that this would be an easier and more streamlined way for Pam to get information and files to committees.

- e) Human Resources- See attached Report
- f) Student Engagement and Success- See Report Attached

IV. Reports of Committees

a) **Palmetto College Campuses System Committees:**

i) Palmetto Colleges Faculty Senate, Executive Committee

Pr. Jenkins - Thanks to Stephen Criswell for taking position on Courses and Curriculum Committee; Online Grants Information - see Jean Carrano; Referred back to Executive Committee about reduction in size for campus representation.

ii) PCCFS, Rights and Responsibilities

Jason Holt- Three motions passed: T&P timeline for mid-year hires; Manual reflects advising as a service activity; Removed advising from Teacher Responsibility.

iii) PCCFS, System Affairs-see Report about Evaluation Changes

There was some discussion and concern regarding the changes being proposed for the course evaluations; nothing seemed to be resolved.

iv) PCCFS, Welfare

Pr. Burke: T&P Workshop registration for January 13, 2017 in Columbia
~ Awards nominations are due Dec. 1 to the chair of the PCFS WC; chair will contact the nominees to confirm their interest to apply and to share the guidelines; deadline for apps is 1/31/2017
~ EC has requested that the WC look into salary inequality issues within PC; we have gathered data on salaries for each PC currently working on drafting a proposal for presentation to the PCFS with the issues and some solutions; we will then be pursuing ways to solve the inequalities; we will establish a deadline.
~ Job satisfaction survey should be rolling out early January 2017; we have reviewed the questions and the survey to optimize the output.

v) Columbia Faculty Senate- see Report

b) **Local Committees**

i) Executive Committee (Lawrence)

Motion coming regarding service issues and reducing and/or eliminating committee assignments to streamline service activities on December 9.

V. Unfinished Business

NONE

VI. New Business

Andy Yingst proposed some curriculum committee changes to degree programs; ruled substantive; (SEE REPORT)

Ron Cox called for Quorum; Good of the Order- no quorum; can be voted on the next meeting as long as 10 days before next meeting.

VII. Special Orders (Lawrence)

Any good of the order work? T&P member recusing herself due to conflict of interest; Dick Van Hall has volunteered and was subsequently voted in per Dr. Lawrence's email results from online vote so will serve in this position; there was also a "yes" by acclamation.

VIII. Announcements

~ Kate Holland- Holiday Party December 8 (12-2) Please RSVP

~ Fran Gardner: Why the Aces Conference not happening? (Not enough Submissions)

~ Stan Emmanuel- Big Thursday Carolina/Clemson Fundraiser; thank people; big benefit; especially Shana Dry and Chad Catledge

~ Marybeth Berry: "What I Believe" USC Lancaster Players; December 3, 2016 @ 6pm

Adjourned at 2:31pm.

IX. Adjournment



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GHS	Second Rater Review/Assessment of Artifacts from Fall 2016

In January, OIRAA will remind Specialty Team Chairs to distribute to faculty the instructions for creating assignments in Blackboard (if applicable), and also provide copies of the assessment rubrics.

OIRAA will also plan to host a training session for faculty interested in serving as reviewers/raters for the artifacts. This should occur in February 2017.

PALMETTO COLLEGE. Several new online degree programs are scheduled to become available in SPRING 2017, including Health Informatics from USC Upstate and Special Education from USC Aiken. More news as it becomes available.

The Academic Deans have been reviewing a proposal to amend the current Liberal Studies degree to include a major concentration or cognate in Legal Studies (much like we did with Native American Studies). A student could indicate Legal Studies as an area of focus and would then complete the required number of selected courses within that area. Similarly, the AD's have received a proposal for an "Entrepreneurship emphasis" for students in the Organizational Leadership degree program. This is also under review.

**Academic Success Center Report
For November 18, 2016 Faculty Meeting
Submitted by Dana Lawrence**

Please send all ASC-related questions and requests to LawrenDE@mailbox.sc.edu or call 313-7023.

Fall Semester

	August 2015	August 2016	Sept. 2015	Sept. 2016	Oct. 2015	Oct. 2016
Number of Tutors	10	9	9*	9	9	9
Total Number of Sessions	28	42	181	146	131	121
Tutoring Sessions/Day (avg)	5.6 (5 operating days)	5.25 (8 operating days)	10.6 (17 operating days)	9.1 (16 operating days)	8.2 (16 operating days)	7.1 (17 operating days)
Tutoring Sessions/Tutor (avg)	2.8	4.7	20.1*	16.2	14.5	13.4
Appointment	16	17	142	114	76	106
Drop-in	12	25	53	31	55	15

*Corrected on 11/16/16

Tutoring Sessions by Area

	August 2016	September 2016	October 2016
Biology	2	7	4
Chemistry	0	11	8
Computer Science/RCAM 151	2	10	23
Economics	0	3	0
French	0	0	0
Italian	0	2	1
Math/RCAM 105	18	62	32
Spanish	12	16	11
STAT			3
Writing	8 <ul style="list-style-type: none"> • ENGL: 5 • PALM: 1 • PHIL: 1 • Other: 1 	35 <ul style="list-style-type: none"> • ENGL: 21 • HIST: 1 • MGMT: 2 • MKTG: 1 • MUSC: 4 • PALM: 1 • SPCH: 1 • UNIV: 4 	39 <ul style="list-style-type: none"> • EDTE: 1 • ENGL: 16 • HPEB: 2 • MGMT: 5 • NURS: 6 • PALM: 5 • UNIV: 4
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0	0	0

REMINDERS about the ASC's booking system:

- Students must book appointments at least 12 hours in advance.
- The booking page allows students to book a maximum of one week in advance (in an effort to allow as many students as possible to have access to tutoring services).
- Students who do not show up for appointments TWICE (without cancelling) are not allowed to book appointments for the rest of the semester. They are welcome to work with tutors on a drop-in basis.
- **ALL students can still work with tutors on a drop-in basis!**

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (AUG)	19	4	2	1	26
# of individual students (SEPT)	42	15	7	5	69
# of individual students (OCT)	25	13	11	4	53

Annual Faculty Peer Review

Electronic Submission of Faculty Information Forms

Beginning in January 2017, Faculty Information Forms will be submitted online. All policies and procedures for [Annual Faculty Peer Review](#) still apply. This electronic submission method will streamline the process of sorting, filing and redistributing Faculty Information Forms performed by Pam Ellis in Dean Cox's office. Faculty Information Forms will continue to be made available only to those members normally involved in Annual Faculty Peer Review (Dean, Academic Dean, Division Chair, Faculty and Instructor Peer Review committee members).

Here is how it works:

- The Faculty Information Form should be submitted as a single .pdf document.
- Supporting documentation is not required for Annual Faculty Peer Review; if you wish to submit supporting documentation, you may do so either in a binder submitted to Dr. Cox's office, or by submitting a single .pdf document.
- Title your FIF: YourLastName YourFirstName FIF Year
 - (Example FIF: Hammond Lisa FIF 2016)
- Title supporting documents (if desired): YourLastName YourFirstName docs Year
 - (Example documents: Gardner Fran docs 2016)
- Convert your document(s) to a single .pdf file for the FIF and a single .pdf file for the supporting documents (if desired).
- You will receive an email providing the upload links for FIFs; this email will include three links, one each for division – BBC&E, Humanities, and MSN. Please upload your FIF (and supporting documents if desired) using the appropriate link for your academic division.
- You will receive an email reminder of the due date including submission links on the usual schedule that Dr. Cox sends FIF reminders. This should arrive early to mid-December.
- Once you have submitted your document(s) you will immediately see a confirmation screen in your browser. You will also receive a confirmation email from Dropbox showing the titles of the files you uploaded. It may take a few minutes for the email to arrive. You will not be able to access the documents from Dropbox again, as they are confidential.
- If you inadvertently submit an incorrect version of your document, please upload the correct version named YourLastName YourFirstName FIF Year corrected.
- FIFs are due 31 January each year. The link won't close after the deadline, so FIFs can be submitted late, but please make every effort to submit on time.

Some things to know:

- You don't need a Dropbox account.
- You don't need Acrobat Pro to create a pdf (File > Save As > .pdf format)
- Submit only ONE pdf file for the FIF.

- Submit only ONE pdf file for documentation (if desired).
- Links will be emailed only and not posted online; save the email with instructions.
- A reminder will be sent close to the deadline.

If you choose to submit Supporting Documentation electronically:

- You will need Acrobat Pro to combine multiple documents (for example, teaching evaluations, pdfs of articles or emails from journals).
- If you need Acrobat Pro, request from Blake Faulkenberry.
- Antonio Mackey and Brian Canty are available to provide access to Acrobat Pro and support for combining and bookmarking multiple documents. Please make an appointment.

**If you have questions please contact
Lisa Hammond (6-7044), Fran Gardner (6-7045) or Pam Ellis (6-7101)**

FROM: Tracey Mobley Chavous, Director of Human Resources
MEETING: Faculty Meeting
DATE: November 18, 2016
ATTACHMENTS: 0

INFORMATION ITEMS:

- 1) Please donate any annual or sick leave you will not be able to use by December 1, 2016. The leave pool is used by USC employees who need additional leave time due to unforeseen and/or emergency circumstances.

This is the first year employees are allowed to designate their donation to a specific University of South Carolina employee. It is my understanding that the employee you designate does not have to be on the same campus.

Employees may also donate leave time directly to the leave pool to be made available to any USC employee in need and meets specific criteria.

You may donate your annual and/or sick leave in one of two ways:

- 1) You may obtain the needed form online by going to http://sc.edu/about/offices_and_divisions/human_resources/toolbox/ selecting Time Away from Work under the Benefits Heading and choosing Leave Donation Request (P-71).
- 2) Come to the Human Resources Department (Starr Hall Room 122) to complete the Leave Donation Request (P-71) form.

Remember the maximum number of annual leave days that may be carried forward to a new calendar year is 45 (337.5 hours) and you must maintain at least 15 days of sick leave (112.5 hours) after making a sick leave donation.

- 2) Please remember to submit an approved Personnel Request Form to the Human Resources Department to rehire student and temporary employees if necessary. Submitting these prior to the December/Christmas Holiday break is most helpful.
- 3) The University of South Carolina recognizes November 24 and November 25, 2016 as holidays in honor of Thanksgiving. The December/Christmas Holiday begins on December 22, 2016 and ends on January 2, 2017.

Please be sure that student and temporary employees do not report working hours in the ITAMS system on the dates mentioned above unless they actually work.

Campus will officially reopen on January 3, 2017.

Student Engagement and Success

Laura Carnes

Report to Faculty: November 17, 2016

Advising: I have reopened the advising interest survey for current and potential academic advisors. The link is: <https://www.surveymonkey.com/r/uscladvisorsurvey>. The link will remain open until November 28. We will begin analyzing results as classes end for the Fall semester. The aim of the survey is to allow faculty and advisors to advise in their areas of interest, fill critical needs advisement areas, and generate topics for an advisor training session (to be held beginning Spring 2017).

The student advisement survey is also still open. The link is: <https://www.surveymonkey.com/r/uscladvisementsurvey>. The survey will remain open until after Late Course Adjustment for Spring. This survey will allow students to give feedback about the USCL advisement process. The survey is based upon the Academic Advising Inventory by Roger B. Winston Jr. and Janet A. Sandor.

Student Center

All new furniture is set up in the student center. A special thank you to Blake Faulkenberry and the IT Staff for setting up the cable and television. The Lancer Café is also up and running. The café offers snacks, sandwiches, salads, fruits, and drinks.

USC Connect

GLD News: I have been attending UNIV 401 Graduation with Leadership Distinction Workshops at USC Columbia over the past several weeks. These workshops will continue into the Spring Semester. Currently we have 3 sections of UNI 401 designated for GLD students to be taught by myself and Dr. Liz Easley. We believe that we will have approximately 15-20 students signed up to complete GLD in the following pathways: professional and civic engagement, community service, and diversity and social advocacy. The deadline for GLD applications is February 1, but we will begin to meet with students to being the e-portfolios January 9. Therefore, send any students who are interested in completing GLD for Spring 2017 to me before then. For more information on GLD requirements and pathways, please visit:

https://sc.edu/about/initiatives/usc_connect/graduation_with_leadership_distinction/degree_requirements/

USC Connect Database: The USC Connect database lists beyond the classroom opportunities for all students. If you are hosting an event or lecture outside of the classroom, please email

Brandon Newton (newtonbm@mailbox.sc.edu) so that he may enter it into the database. Students may then search for opportunities. The link the database may be found at: https://sc.edu/about/initiatives/usc_connect/choose_experiences/search-the-database.php

The Palmetto College Campus Student Advisory Council will be meeting today at 9:30 am. They will be discussing: highlights from each campus, swag items, changes to the advisory council, and faculty/student interest. USC Lancaster's representatives are Kristen Hammond and Adam Whetstone.

UNIV 101: As you advise for Spring 2017, please do not forget to recommend UNIV 101 to students. For Spring 2017, we have two sections. TR 9:30-10:45 AM (16 weeks) and MW 5:30-8:00 PM (8 weeks). Please try to pay special attention to students who may be bordering on academic probation/suspension and have not had this course. The skills and fundamentals learned in this course, should especially be beneficial to them. Ideally, we would like to see students in their first semester as a preventative/retention measure.

If you have a Master's degree, and you are interested in teaching a section of UNIV 101, please let me know. All UNIV 101 instructors are required to go through a training process (usually in May). We are in need of additional fall instructors.

Career Services

Columbia based Palmetto College students (BOL, BLS, Education, and B.S.N.) students are encouraged to claim their Handshake account. These accounts are provided as part of their affiliation with USC Columbia. Handshake is a web based tool designed to help students gain access to over 3 million jobs and internships. Handshake is one of the services USC Columbia's Career Center offers Palmetto College students.

Andrea Campbell is planning a Career Fair for Spring 2017. She is currently building an employer database and plans to send invites out soon.

Counseling Services

The search committee for the counseling services position is hoping to have the search for a full time personal counselor completed soon.

Teresa Ormand continues to work part time the USCL Counseling Center.

Disability Services (Annette Horton)

Registering for Disability Services: As a reminder, the Office of Disability Services requires students with disabilities to officially register in order to receive support services. The registration process is now conducted online via the link: <https://sawebdev.wufoo.com/forms/m50ak2g1xqw1cc/>. Students must also provide official documentation of their disability (letter from a doctor or Individualized Education Plan from high school). Based on law, students must self-identify to receive assistance.

Requesting Accommodations: After a student has officially registered for disability services, Ms. Annette Horton will meet with the student to discuss accommodations that he/she is eligible for. Students must request accommodations each semester. Accommodations may vary from course to course. This process is also completed online via the link:
<https://sawebdev.wufoo.com/forms/rw6x1in1o6i4sx/def/field822=L001&field823=Yes&field824=Lancaster>.

Testing Policy: Students must notify the Office of Disability Service a minimum of four days prior to the scheduled test to receive testing accommodations. Ideally, students will share their testing dates with the Office of Disability Services when the syllabus is distributed each semester.

Student Life (Brandon Newton)

Schmoozing and Smoothies- November 22nd this is our last event in this series this semester.

New P.A.L. Applications are available online on the homepage. P.A.L. selection will occur before winter break.

Spring Orientation is January 3rd. Orientation will begin at 5:00 pm.

Next Summer's Orientation schedule has been set with the following dates: June 20th and 21st, July 11th and 12th, July 25th and 26th, and August 8th and 9th.

Columbia Senate Report

From the 11/2/2016 Columbia Senate meeting; reporting to the 11/18/2016 USCL Faculty Organization meeting.

The October Columbia Senate meeting was cancelled. This November meeting consisted of business that was proposed for the October and November meetings.

Senators: Alhaddad, Bohonak, Easley

Full meeting minutes and details are available online at <http://www.sc.edu/faculty/senate/indexarchive.shtml>

Committee on Curricula and Courses

New Concentration, Degree or Minor

- Minor in Mathematics

Change in Major/Degree Program

- Religious Studies, BA
- Dance Ed K-12 Certification
- Management BSBA
- Public Health BS
- Public Health BA

Delete Course

- WGST 111

New Course

- ARTS 266 (Illustration II)
- ARTS 466 (Advanced Illustration II)
- SLIS 434 (Intro to Knowledge Discovery)

Change in Course Number, Title, Description or Prerequisite

- MATH 122: Formally added MATH 115 as a prerequisite. (Was already allowed informally.)
- Added prerequisites for 500-level math courses.
- PSYC 410: Change in title.

Committee on Instructional Development

The following courses have been approved for distributed education delivery

- RELG 101, 204, 205, and 270
- ACCT 226
- SLIS 434

Committee on Scholastic Standards and Petitions

Revised overlay language (attached).

REPORT: COMMITTEE ON SCHOLASTIC STANDARDS AND PETITIONS

(For consideration by the Faculty Senate at the meeting on November 2, 2016)

Proposed Changes to the Undergraduate Bulletin: Carolina Core Requirements

Recommended by the Carolina Core Committee, September 15, 2016

Rationale for Proposed Changes:

The changes will allow for more transparency in transfer equivalencies, enabling those considering a USC degree to make a more informed decision on course selection. This clearer transfer process will allow for a better understanding of the required time to degree completion and the costs associated with it.

<p>Carolina Core Requirements</p> <p>The Carolina Core curriculum provides the common core of knowledge, skill, and academic experience for all Carolina undergraduates. The Core begins with foundational courses early in the undergraduate experience, followed by an integrative course near the end in which selected Core learning outcomes are integrated into discipline-specific study.</p> <p>For more information go to www.sc.edu/generaleducation/.</p>	<p>Carolina Core Requirements</p> <p>The Carolina Core curriculum provides the common core of knowledge, skill, and academic experience for all Carolina undergraduates. It has 10 Core components, each with learning outcomes and credit hour requirements. The Core begins with foundational courses early in the undergraduate experience, followed by one or more integrative courses near the end in which selected Core learning outcomes are integrated into the chosen major.</p> <p>Each of the ten Core components must be met with a Core-approved course. While most Core-approved courses fulfill a single Core component, a few courses, called overlay-eligible courses, have been approved to fulfill two Core components. Every student is required to complete a minimum of 31 credit hours of Core-approved courses.</p> <p>Transfer students who enter USC Columbia, Lancaster, Salkehatchie, Sumter, or Union are subject to the Carolina Core requirements. Any transfer courses that equate to Carolina Core courses will equate to both content and all outcomes associated with the USC Course.</p> <p>For more information go to www.sc.edu/generaleducation/.</p>
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Course Climate Survey Draft

[Questions marked with an asterisk are required by the Provost's office and can't be removed or reworded.]

Questions about course organization:

1.1*) The instructor clearly stated the learning outcomes of the course.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

1.2*) The instructor clearly stated the method by which your final grade would be determined.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

1.3*) The instructor clearly explained any special requirements of attendance which differ from the attendance policy of the University.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

Questions about your instructor's availability:

2.1*) The instructor scheduled a reasonable number of office hours per week.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

2.2*) Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. (In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail, fax and other means).

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

Questions about your instructor's administration of the course:

3.1*) The instructor graded and returned your written work (e.g., examinations and papers) in a timely manner.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

3.2*) The instructor met the class regularly and at the scheduled times.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

3.3*) How satisfied were you with the opportunities to interact with other students in this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

3.4*) How satisfied were you with the promptness of the feedback you received in this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

Questions about your instructor's communication ability:

4.1) The instructor summarized points, provided examples, and presented material in an organized manner.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

4.2) The instructor encouraged student participation.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

4.3) The instructor created an atmosphere in which you felt free to ask questions or express ideas.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

4.4) The instructor demonstrated clear knowledge of the subject matter.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

4.5*) How satisfied were you with the opportunities to interact with the professor in this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

4.6) The instructor communicated clearly.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

Questions about support for the course:

5.1*) If websites, Blackboard, or other Internet resources were part of this course, to what extent did they enhance or detract from the learning experience in the course?

a) Greatly detracted b) Detracted c) Neither enhanced nor detracted d) Enhanced
e) Greatly enhanced

5.2*) How satisfied were you with the technology support required in this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

5.3*) How satisfied were you with the opportunity to access library resources and library support services for this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

Questions about student learning:

6.1) The instructor created an atmosphere that stimulated you to learn.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

6.2) Tests, papers, projects and other assignments were clearly related to the course objectives.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

6.3) This course provided you with new factual information, theoretical principles, problem-solving abilities, and/or communication skills.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

6.4) The instructor provided feedback that helped you make progress in the course.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

6.5) I was often confused in the course.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

Questions about your instructor's personal characteristics:

7.1) I respected the instructor.

- a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

7.2) The instructor treated me fairly.

- a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

7.3) The instructor showed enthusiasm about teaching and the subject.

- a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

7.4) The instructor treated you with respect.

- a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

Questions about the instructor as a whole:

8.1) The instructor was an effective teacher.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

8.2) I would recommend this instructor to other students.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

8.3) Considering all aspects, I would rate the overall performance of my instructor as:

- a) Inadequate b) Fair c) Good d) Very good e) Excellent

Questions about the course:

9.1) Related to my other courses, the material covered was:

- a) Much harder b) Slightly harder c) About the same level d) Slightly easier
e) Much easier

9.2) Related to my other courses, the workload was:

- a) Much harder b) Slightly harder c) About the same level d) Slightly easier
e) Much easier

Free response questions:

10.1) Which aspects of this course were most helpful to your learning? (This includes assignments, in-class activities, or any other aspect of the course.)

10.2) What suggestions do you have for improving the course?

10.3) Do you have any additional comments?

Draft with Question-by-question Rationale

Questions about course organization:

1.1*) The instructor clearly stated the learning outcomes of the course.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[This question is required by the Provost's office, ACAF 1.04.]

1.2*) The instructor clearly stated the method by which your final grade would be determined.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[This question is required by the Provost's office, ACAF 1.04.]

1.3*) The instructor clearly explained any special requirements of attendance which differ from the attendance policy of the University.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[This question is required by the Provost's office, ACAF 1.04.]

Questions about your instructor's availability:

2.1*) The instructor scheduled a reasonable number of office hours per week.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[This question is required by the Provost's office, ACAF 1.04.]

2.2*) Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. (In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail, fax and other means).

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

[This question is required by the Provost's office, ACAF 1.04.]

Questions about your instructor's administration of the course:

3.1*) The instructor graded and returned your written work (e.g., examinations and papers) in a timely manner.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[This question is required by the Provost's office, ACAF 1.04.]

3.2*) The instructor met the class regularly and at the scheduled times.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[This question is required by the Provost's office, ACAF 1.04.]

3.3*) How satisfied were you with the opportunities to interact with other students in this course?

- a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

[This question is required by the Provost's office, ACAF 1.04.]

3.4*) How satisfied were you with the promptness of the feedback you received in this course?

- a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

[This question is required by the Provost's office, ACAF 1.04.]

Questions about your instructor's communication ability:

[From the Faculty Manual, Clear Communication is listed as one of the six attributes of effective teaching. "Effective instructors make themselves clear, state objectives, summarize major points and provide examples. They present material in an organized manner and encourage student participation." The first two questions here and the last question in the section address this criterion more directly than the previous survey.]

4.1) The instructor summarized points, provided examples, and presented material in an organized manner.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[See above]

4.2) The instructor encouraged student participation.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[See above]

4.3) The instructor created an atmosphere in which you felt free to ask questions or express ideas.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[From the previous version of this survey.]

4.4) The instructor demonstrated clear knowledge of the subject matter.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[From the previous version of this survey.]

4.5*) How satisfied were you with the opportunities to interact with the professor in this course?

- a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

[This question is required by the Provost's office, ACAF 1.04]

4.6) The instructor communicated clearly.

- a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[See the start of this section.]

Questions about support for the course:

5.1*) If websites, Blackboard, or other Internet resources were part of this course, to what extent did they enhance or detract from the learning experience in the course?

- a) Greatly detracted b) Detracted c) Neither enhanced nor detracted d) Enhanced

e) Greatly enhanced

[This question is required by the Provost's office, ACAF 1.04. If possible, we will add a "Not Applicable" option to the responses.]

5.2*) How satisfied were you with the technology support required in this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

[This question is required by the Provost's office, ACAF 1.04.]

5.3*) How satisfied were you with the opportunity to access library resources and library support services for this course?

a) Very Dissatisfied b) Dissatisfied c) Neutral d) Satisfied e) Very Satisfied

[This question is required by the Provost's office, ACAF 1.04.]

Questions about student learning:

6.1) The instructor created an atmosphere that stimulated you to learn.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[From the previous survey.]

6.2) Tests, papers, projects and other assignments were clearly related to the course objectives.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[From the previous survey.]

6.3) This course provided you with new factual information, theoretical principles, problem-solving abilities, and/or communication skills.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[From the previous survey.]

6.4) The instructor provided feedback that helped you make progress in the course.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[From the previous survey.]

6.5) I was often confused in the course.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

[This question has a deliberately reversed scale to test the survey's validity.]

Questions about your instructor's personal characteristics:

['Personal Characteristics' is another criterion of effective teaching from the faculty manual. "Effective instructors are approachable and available. They are respected and are fair in all dealings with students. Their enthusiasm about teaching and their subject serves to motivate and inspire their students." The first three questions in this section address aspects of this which aren't clearly addressed elsewhere.]

7.1) I respected the instructor.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[See above]

7.2) The instructor treated me fairly.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[See above]

7.3) The instructor showed enthusiasm about teaching and the subject.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[See above]

7.4) The instructor treated you with respect.

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly agree

[From the previous version of the survey.]

Questions about the instructor as a whole:

[Research has demonstrated that global items like those in this section are more predictive of student learning than individual specific items, and that these are more likely to be useful as a summative evaluation of a course or instructor. In this survey, this section is to be the only one to be used in the Global Index that appears at the top of the survey report.]

8.1) The instructor was an effective teacher.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

8.2) I would recommend this instructor to other students.

a) Strongly Disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

8.3) Considering all aspects, I would rate the overall performance of my instructor as:

a) Inadequate b) Fair c) Good d) Very good e) Excellent

Questions about the course:

9.1) Related to my other courses, the material covered was:

a) Much harder b) Slightly harder c) About the same level d) Slightly easier

e) Much easier

[This question is informative rather than evaluative. It doesn't factor into the global index at the top of the survey report.]

9.2) Related to my other courses, the workload was:

a) Much harder b) Slightly harder c) About the same level d) Slightly easier

e) Much easier

[This question is informative rather than evaluative. It doesn't factor into the global index at the top of the survey report.]

Free response questions

10.1) Which aspects of this course were most helpful to your learning? (This includes assignments, in-class activities, or any other aspect of the course.)

10.2) What suggestions do you have for improving the course?

10.3) Do you have any additional comments?

[Splitting the general 'do you have any additional comments' question into three parts will hopefully give instructors more access to quotable positive comments for T&P or for annual review. Phrasing the converse of that as 'suggestions for improvement' will hopefully improve tone for complaining students.]

The Current Survey

(Included to make comparison simpler.)

- 1.1) The instructor clearly stated the instructional objectives of the course.
- 1.2) The instructor clearly stated the method by which your final grade would be determined.
- 1.3) The instructor clearly explained any special requirements of attendance which differ from the attendance policy of the University.
- 1.4) The instructor graded and returned the students' written work (e.g., examinations and papers) in a timely manner.
- 1.5) The instructor met the class regularly and at the scheduled times.
- 1.6) The instructor scheduled a reasonable number of office hours per week.
- 2.1) Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. (In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail, fax and other means).
- 3.1) If web sites, Blackboard, or other Internet resources were part of this course, to what extent did they enhance or detract from the learning experience in the course?
- 4.1) The instructor created an atmosphere that stimulated you to learn.
- 4.2) The instructor created an atmosphere in which you felt free to ask questions or express ideas.

- 4.3) The instructor treated you with respect.
- 4.4) The instructor demonstrated clear knowledge of the subject matter.
- 4.5) Tests, papers, projects and other assignments were clearly related to the course objectives.
- 4.6) This course provided you with new factual information, theoretical principles, problem-solving abilities, and/or communication skills.
- 4.7) The instructor provided feedback that helped you make progress in the course.
- 4.8) The instructor was an effective teacher.
- 4.9) I would recommend this instructor to other students.

Also the questions required for academic units with Distance Learning, which are required to include:

- 5.1) How satisfied were you with the opportunities to interact with other students in this course?
- 5.2) How satisfied were you with the opportunities to interact with the professor in this course?
- 5.3) How satisfied were you with the promptness of the feedback you received in this course?
- 5.4) How satisfied were you with the technology support required in this course?
- 5.5) How satisfied were you with the opportunity to access library resources and library support services for this course?



ASSOCIATE IN SCIENCE (BUSINESS) DEGREE WORKSHEET

(for students entering USC in FALL 2014 and thereafter)

NAME:			
Student Number:		MATH Placement:	
Anticipated Major:		FORL Placement:	

I. Communication/Written Component (CMW) – 6 hours		
ENGL 101 (grade of C or better)	03	
ENGL 102 (grade of C or better)	03	

II. Analytical/Problem Solving Skills (ARP) – 3 hours		
One course chosen from: MATH 122 or 141 or 170; or CSCE 101 or 102; or PHIL 114 (previously PHIL 110); or STAT 110 or 112 or 201		

III. Scientific Literacy (SCI) – 4 hours		
One SCI-approved course. Must include lab.		

IV. Global Citizenship/Multicultural Understanding: Foreign Language (GFL) – 0-6 hours		
Foreign language courses (SPAN recommended) through the 110 level or a score of "2" or better on placement test.		

V. Effective, Engaged and Persuasive Communication: Spoken Component (CMS) -- 3 hours		
Requirement must be met by taking SPCH 140		
SPCH 140	03	

VI. Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours		
Requirement must be met by taking one Carolina Core-approved course in PSYC or SOCY		
	03	

VII. Aesthetic & Interpretive Understanding (AIU) –3 hours OR Global Citizenship/Multicultural Understanding: Historical Thinking (GHS) – 3 hours OR Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours OR Values, Ethics, & Social Responsibility (VSR) – 3 hours		
Requirement met by choosing ONE of the following :		
<ul style="list-style-type: none"> One approved GHS course One approved AIU course POLI 201 (GSS & VSR), POLI 341, or POLI 370 	03	



ASSOCIATE IN SCIENCE (BUSINESS) DEGREE WORKSHEET

(for students entering USC in FALL 2017 and thereafter)

NAME:			
Student Number:		MATH Placement:	
Anticipated Major:		FORL Placement:	

I. Communication/Written Component (CMW) – 6 hours		
ENGL 101 (grade of C or better)	03	
ENGL 102 (grade of C or better)	03	

II. Analytical/Problem Solving Skills (ARP) – 3 hours		
One course chosen from: MATH 122 or 141 or 170; or CSCE 101 or 102; or PHIL 110; or STAT 110 or 112 or 201 or 206		

III. Scientific Literacy (SCI) – 4 hours		
One SCI-approved course. Must include lab.		

IV. Global Citizenship/Multicultural Understanding: Foreign Language (GFL) – 0-6 hours		
Foreign language courses (SPAN recommended) through the 110 level or a score of "2" or better on placement test.		

V. Effective, Engaged and Persuasive Communication: Spoken Component (CMS) -- 3 hours		
Requirement must be met by taking SPCH 140		
SPCH 140	03	

VI. Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours		
6 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103, POLI 101, POLI 201, PSYC 101, SOCY 101, WGST 112		
	03	

VII. Aesthetic & Interpretive Understanding (AIU) –3 hours OR Global Citizenship/Multicultural Understanding: Historical Thinking (GHS)		
One three hour AIU or GHS course. Option include: ARTE 101, ARTE 260, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ARTS 210, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, HIST 101, HIST 102, HIST 104, HIST 108, HIST 109, HIST 111, HIST 112, MUSC 110, MUSC 140, THEA 170, THEA 181, THEA 200		03



South Carolina

USC LANCASTER

ASSOCIATE IN SCIENCE CRIMINAL JUSTICE DEGREE PLAN

NAME:		Student No.:
MATH Placement Score:	FORL Placement Score:	

I. CMW–COMMUNICATION: WRITTEN COMPONENT 6 hours		
ENGL 101	Critical Reading & Composition	03
ENGL 102 ①	Rhetoric & Composition	03
Must earn C or better.		
① Carolina Core requirement INF is met if ENGL 102 is taken at USC.		

II. ARP–ANALYTICAL – PROBLEM SOLVING SKILLS 6 hours			
Students have two options to meet the ARP foundational course requirement. The appropriate course level for the MATH option is determined by the student's score on the math placement test. NOTE: MATH 111i, 111, and 115 do not meet ARP.			
OPTION 1 – MATH		OPTION 2 – ARP APPROVED ALTERNATIVES	
MATH 111i	4 h	&	MATH 122 3 h
MATH 111	4 h	&	MATH 122 3 h
MATH 115	4 h	&	MATH 141 4 h
MATH 111	3 h	&	MATH 170 3 h
MATH 122	3 h	&	MATH 170 3 h
MATH 141	4 h	&	MATH 170 3 h

III. SCI-SCIENTIFIC LITERACY 4 h				
One (1) lab science selected from SCI approved courses:				
BIOL 110 /Lab	CHEM 101 /Lab	GEOL 101 /Lab	ENVR 101 /Lab	PHYS 101 /Lab
BIOL 120 /Lab	CHEM 107 /Lab	GEOL 103 /Lab	MSCI 215 /Lab	PHYS 201 /Lab
			03	
			01	

IV. GFL-GLOBAL CITIZENSHIP/MULTICULTURAL UNDERSTANDING: FOREIGN LANGUAGE 0-6 h			
Placement level for Spanish or French is determined by a student's FORL placement test score. Students' must successfully complete Level 110 for Spanish or French and Level 121 for Italian. The FORL requirement is considered met if a student scores a "2" or better on the Spanish or French placement test; in this case, students must take two (2) additional elective courses.			
		03	
		03	

V. CMS-EFFECTIVE, ENGAGE, & PERSUASIVE COMMUNICATION: SPOKEN COMPONENT 3 h			
SPCH 140	Public Communication	03	

VI. GSS-GLOBAL CITIZENSHIP/MULTICULTURAL UNDERSTANDING: SOCIAL SCIENCE 6 h			
POLI 201	American National Government	03	

VII. GHS-GLOBAL CITIZENSHIP-MULTICULTURAL UNDERSTANDING: HISTORICAL THINKING 3 h			
HIST 112	U S History Since 1865	03	

VIII. REQUIRED CRIMINAL JUSTICE COURSES 15 h			
CRJU 101	American Criminal Justice System	03	
CRJU 202	Research Methods in Criminal Justice & Criminology	03	
CRJU 311	Policing	03	
CRJU 312	Corrections	03	
CRJU 313	Criminal Courts	03	

IX. ELECTIVES			
Sufficient number of electives to meet AS degree requirement of 60 hours. No more than three (3) hours of PEDU credit may count toward the degree.			

ADDITIONAL REQUIREMENTS:

- 1) Minimum 2.00 GPA required on all course work attempted at USC.
- 2) Final 15 semester hours must be earned at USC Lancaster.

Courses listed for GSS and GHS were selected based on: 1) the course content in and of itself, especially if the student opts solely for the AS degree, and 2) presents the best overall alignment to the criminal justice curriculum.



ASSOCIATE IN SCIENCE (CRIMINAL JUSTICE) DEGREE WORKSHEET

NAME:			
Student Number:		MATH Placement:	
Anticipated Major:		FORL Placement:	

I. Communication/Written Component (CMW) – 6 hours		
ENGL 101 (grade of C or better)	03	
ENGL 102 (grade of C or better)*	03	

*ENGL 102 also meets INF Core requirement if taken at a USC campus

II. Analytical/Problem Solving Skills (ARP) – 6 hours		
<p>OPTION I (MATH):</p> <ul style="list-style-type: none"> MATH 111/111I and next higher MATH (e.g. MATH 122; NOT 112, 115, 221, 222, or 399) MATH 115 and next higher MATH (e.g. MATH 141; NOT 221, 222, or 399) MATH 122 or 141 and next higher MATH (e.g. MATH 170; NOT 221, 222, or 399) MATH 122 or 141 and CSCE, PHIL 111 or 114, or STAT 110 or 201 (PHIL 114 was previously PHIL 110) <p>OPTION II (CSCE, LOGIC, or STATISTICS)</p> <ul style="list-style-type: none"> Two courses in CSCE PHIL 114 and 111 (PHIL 114 was previously PHIL 110) STAT 110 and 201 		

III. Scientific Literacy (SCI) – 4 hours		
One lab science chosen from ASTR, BIOL, CHEM, ENVR, GEOL, MSCI or PHYS (CHEM 107 or BIOL 120 recommended)		

IV. Global Citizenship/Multicultural Understanding: Foreign Language (GFL) – 0-6 hours		
Foreign language courses (SPAN recommended) through the 110 level or a score of "2" or better on placement test. Students meeting FORL requirement through placement test must take an additional two (2) elective courses .		

V. Effective, Engaged and Persuasive Communication: Spoken Component (CMS) -- 3 hours		
SPCH 140	03	

VI. Global Citizenship/Multicultural Understanding: Social Science (GSS) – 6 hours		
Two courses chosen from AFAM, ANTH, ECON, GEOG, POLI, PSYC, SOCY, or WGST		



VII. Global Citizenship/Multicultural Understanding: Historical Thinking (GHS) Global Citizenship/Multicultural Understanding: Social Science (GSS)		
Two Courses (6 credit hours) chosen from HIST (GHS) or POLI (GSS)		

VIII. BUSINESS OR MANAGEMENT COURSE		
ACCT 324, ITEC 240, or MGMT 371		
	03	

IX. CRIMINAL JUSTICE COURSES (15 hours)		
Five courses chosen from CRJU or LCRJ (Grade of "C" or better required in each)		
	03	
	03	
	03	
	03	
	03	

Electives		
Sufficient credit to have earned 60 hours total. No more than three (3) hours of PEDU credit may count		

Other requirements:

1. 2.00 GPA (minimum) required on all work attempted at USC
2. Final 15 semester hours must be earned at USC Lancaster