

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 Wolochwianski

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
SOUTH CAROLINA
LANCASTER

Dr. Walter P. Collins,
III
Regional Campus Dean

Report to the USC Lancaster Faculty Organization
November 18, 2016

People

Enrollment

As of October 24, 2016, 1845 students (headcount) are registered for the Fall 2016 semester. This is our enrollment freeze number and our official Fall 2016 enrollment number. Enrollment is up 7% over Fall 2015. We are serving approximately 146 online degree completion students and 47 BSN students at USCL as well this semester who do not count in our campus enrollment numbers.

Human Resources

We will soon make an offer to fill the **personal counseling position**. Many thanks to those served on the search committee.

The advertisement to fill the **TRiO director position** has been posted.

The search to fill the **financial aid position** has been closed, and the committee will soon be interviewing candidates.

CHEM and **PHIL** faculty searches are also underway. Thanks to those of you who are serving on those search committees.

Faculty and staff accomplishments

Congratulations to the following for their respective accomplishments:

Dr. Angela Neal, Dr. Kate Holland and six psychology students for their presentation entitled "Do Couples Agree on Why Partner Aggression Occurs? An Investigation in Situation-Specific Attributions" at the Carolina Women's Health Forum, Nov. 4 in Columbia.

Dr. Sarah Sellhorst, Dr. Liz Easley, Dr. Bill Riner and several of their students made 3 poster presentations at the Carolina Women's Health Research Forum on Nov. 4 in Columbia. Dr. Easley's work was selected for best poster submitted in the Basic Science Category, and she was invited to make an oral presentation entitled *Heart rate recovery following a maximal graded exercise test in normal-weight and obese women*.

Professor Chris Judge for his grant award of \$7,723 for the exhibit *South Carolina Prehistory Exhibit: Sharing a Little of that Human Touch*. This grant will provide funding for Prof. Taylor-Driggers (art) to assist Prof. Judge with designing the exhibit, laying out and printing text panels and other exhibit images. It will also support travel costs and honorarium for a primitive technologies and skills expert, Scott Jones, to set up in Red Rose Park during the Native American Studies Center's Annual Native American Studies Festival and Exhibit opening on Saturday March 18th. Funds will also be used to purchase replica artifacts and weaponry for the Prehistory exhibit.

Mrs. Tracey Mobley Chavous who published a personal narrative, "Defining Your Success," in the 2016-2017 Special Edition of PHILLIS: The Journal for Research on African American Women published by the Delta Research and Educational Foundation.

Mr. Kenneth Cole who earned a National Credential for "Satisfactory Academic Progress" from the National Association of Student Financial Aid Administrators.

Mr. Brandon Newton on his election to the South Carolina House of Representatives.

Prof. Marybeth Berry who directed *Poe's Midnight Dreary*, performed by the Lancaster Players on Oct. 28 and 29.

Prof. Brent Burgin (archivist) for his presentation on Catawba Indian Heritage at the Columbia Museum of Art on Nov. 8.

<http://www.dailygamecock.com/article/2016/11/artbreak-celebrates-native-american-history-and-catawba-pottery>

Athletics

Women's volleyball made it to the region championship playing their first and last match on Friday, November 5th. Overall the team had a great season and was able to celebrate lots of improvements over last year.

Men's and Women's soccer also concluded their seasons in late October. Highlights of Coach Tarque's first season with the Lancers include: acquiring new scoreboard (donated by Comporium), increased financial support from community/business sponsors, new warm-ups, bags, and uniforms for both teams, and a successful team fundraiser.

Budget

Campus finances are stable, and we had a positive 1st quarter budget meeting at the end of October.

The Board of Trustees has authorized the spending of our \$700,000 deferred maintenance funding for Gregory and Bradley. The \$640,000 for Gregory is aimed at new gym and racquetball flooring, complete renovation of showers, lockers and changing rooms, and replacement of solarium windows in the pool area. The \$60,000 for Bradley is slated for weep hole repairs, hot water system upgrades, and roof drain repairs.

Facilities

Campus renovation and construction projects:

- Starr Hall Student Center: new furniture arrived in Oct., and renovations are now complete.
- Starr Hall corridors were painted three weeks ago and carpeting will soon be installed.
- Renovation work for the former Office of Admissions and Records will begin soon as the pre-construction meeting is scheduled for next week.

Other items...

- USC Lancaster hosted a **Civil Rights Conversation featuring Charles Lingo and Charles Mauldin** on Tuesday, Nov. 15 at 6:30 in Bundy Auditorium. Many thanks to Prof. Adam Biggs for his efforts in organizing the events of the evening and facilitating the conversation.
- The annual **Scholarship Luncheon** was held on Nov. 1 with approximately 275 attendees. Many thanks to the staff in the Office of Advancement for their coordination of this annual event.
- At the beginning of October, the **Native American Studies Center** celebrated four years on Main Street in Lancaster. The following are data supplied by faculty and staff at the Center related to visitors and guest during the past four years:

| | | |
|---------------------|---|---------|
| Oct. '12--Sept. '13 | = | 6799 |
| Oct. '13--Sept. '14 | = | 7017 |
| Oct. '14--Sept. '15 | = | 6742 |
| Oct. '15--Sept. '16 | = | 8947 |
| Total | = | 29, 505 |

To date, visitors have come from 22 countries, 42 of 50 states, and 42 of 46 SC counties.

- An article by Deena Bouknight entitled ***Tribes and Territories: South Carolina's Oldest Heritage*** appears in the November 2016 edition of ***Columbia Metropolitan*** magazine. The article features a section focused on the Catawba people and showcases USCL's Native American Studies Center. <http://columbiametro.com/Columbia-Metro/November-2016/Tribesand-Territories/>
- **Native American Art & Crafts Annual Winter Sale**, Native American Studies Center
Saturday, December 3rd, 2016 at 9:00 am — 4:00 pm: Catawba pottery, jewelry, baskets, and other works handmade by Native American artists and craftspeople will be available at the USC Lancaster Native American Studies Center. Vendors will be offering a wide variety of artwork, crafts, decorative items, and unique handmade objects perfect for holiday gift-giving. Visitors will also have the opportunity tour the exhibits in the Native American Studies Center and to see demonstrations of Catawba pottery by artist in resident Keith Brown. The Center is located at 119 S. Main Street in Lancaster.
- Over the Fall semester I have been able to make **several development visits** to current and potential business and industry partners including Lash Group, Morrison Textile Machinery, State Farm Insurance, and Nutramax Laboratories.

A funding request to Comporium Communications has yielded a gift of \$25,000 for the renovation of the Bradley physics lab to also serve chemistry lab instruction.
- I began my visits to area county councils this week with a USCL update here in Lancaster. Others across the region are scheduled over the next couple of months.

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



UNIVERSITY OF
SOUTH CAROLINA
LANCASTER

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

Associate Dean for Academic & Student Affairs

118 Hubbard Hall

REPORT TO THE FACULTY

18 November, A.D. 2016

COURSE SYLLABI AND OFFICE HOURS. If you are teaching a FALL II course and have not yet done so, please submit a copy (preferably electronic) of your course syllabi and office hours to the Office of Academic Affairs. For Information about what needs to be included, see "Resources for Faculty" (<http://usclancaster.sc.edu/academics/syllabi.htm>).

FACULTY SEARCHES FOR FALL 2017. The search committees for Chemistry (Instructor or Assistant Professor) and for Philosophy (Assistant Professor) have been formed and have received their charge. The advertisements have been posted and applications are flying in.

On the subject of searches, the advertisement for TRiO Director has also been posted. I will be chairing this committee and will be asking for faculty as well as staff representation.

COURSE EVALUTATIONS. The traditional paper course evaluations have been distributed and are due on or before Friday, December 2nd. Online evaluations have been activated and will close on Friday, December 2nd. Students should still receive periodic e-mail reminders, but I would encourage faculty to make announcements regularly in class as well.

FINAL EXAM SCHEDULE. The final exam schedule for courses offered in FALL 2016 is online at <http://usclancaster.sc.edu/academics/exams.htm>. Please remember that all final exams must be given on the assigned date and time unless permission has been received from the Office of Academic & Student Affairs to administer them at different days/times.

In any course or laboratory which meets two or three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period. In any course or laboratory which meets more than three times per week, no quiz, test, or examination may be given during the last three class meetings prior to the regular examination period. Self-paced courses are exempt from this regulation.

If an instructor teaches more than one section of the same course, students may transfer from one examination section to another with the instructor's permission.

Students who are absent from any final examination will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of I, and may complete the course under the conditions specified by the instructor in the "Assignment of

Incomplete Grade” form. Re-examinations for the purpose of removing an F or raising a grade are not permitted.

FINAL GRADES for FALL 2016 (both 16 week and Fall II courses) must be submitted no later than 12:00 noon on Wednesday, December 14. Remember that Blackboard and Self-Service Carolina will probably be taken off-line after this time as USC Columbia does its end-of-semester processing.

I cannot stress enough how important it is that grades be submitted on time. USC does a “grade run” only once, and if a student’s grades haven’t been submitted, it can affect graduation, dean’s list recognition, probation or suspension status, and financial aid eligibility.

Outside Professional Activities Report. Although we have not yet received the official reminder from USC, I am including my annual notice about the OPA reports, which are now submitted online through the Provost’s Office. Information is available at https://www.sc.edu/about/offices_and_divisions/provost/faculty/outside-professional-activities.php.

This report covers activities for the calendar year 2016 (01 January – 31 December) and is designed to ensure that there are no conflicts of interest between your University and non-University related duties.

If past trends hold true, the local unit summary reports must be ready by January 31, 2017, so please submit your individual form before then. Additional reminders will be forthcoming.

THANK YOU to all who participated in the Olde English Junior Scholars Day (October 13) at USC Lancaster. We hosted around 100 of the area’s “best and brightest,” and I received nothing but compliments from Consortium members about their treatment on campus, and how impressed they were with the folks we have working here. I am especially grateful to Pam Ellis for her work in organizing and coordinating the day. One of the marks of having a really great team is that they make the challenging appear effortless.

CAROLINA CORE. The Carolina Core Committee continues to meet and to hash out various issues that are still unresolved. Currently there are two pressing issues – transferability of overlay courses, and assessment.

Regarding transferability of overlay courses, the original idea was that overlay courses accepted in transfer would meet the primary CORE outcome, but not the overlay component. For example, a student who took ENGL 102 at York Tech would receive academic credit, and would be deemed to have met the CMW outcome but not the INF (overlay) outcome. A student transferring in with POLI 201 would meet

GSS, but not VSR. (These are the two main culprits.) At any rate, this is in the process of being changed to where a transfer overlay course would be accepted as meeting BOTH outcomes.

Regarding assessment, here's where things stand. (Please note that this applies only to the general AA and AS degrees, which are being assessed centrally. USCL still has to conduct assessment of our Business, Criminal Justice, and Technical Nursing associate's degrees. Dr. Protz is at the lead of these efforts).

| CAROLINA CORE COMPONENTS | FALL 2016 |
|--------------------------|--|
| ARP | Data Collection and Review/Assessment of Student Artifacts |
| CMW | Data Collection |
| GHS | Data Collection and First Rater Review/Assessment of Student Artifacts |
| CMS | Office of Institutional Research and Assessment (OIRRA) processing data from Review/Assessment of Student artifacts collected in Spring 2016 |

In terms of what's coming up, the various Specialty Team chairs will receive data from across the system about which faculty are teaching courses with outcomes to be assessed in Spring 2017 (AIU, GSS, INF, & GFL). The various teams will review rubrics and make updates where necessary.

The hope, as I understand it, is that professors who are teaching these classes will be contacted by early December, given a copy of the rubric, and will be asked to identify an assignment that will be used and submitted for assessment purposes.

| CAROLINA CORE COMPONENTS | SPRING 2017 |
|--------------------------|--|
| AIU | Data Collection |
| GSS | Data Collection |
| INF | Data Collection |
| GFL | Data Collection |
| VSR | Review/Assessment of Artifacts from Spring 2016 |
| SCI | Review/Assessment of Artifacts from Spring 2016 |
| CMW | Review/Assessment of Artifacts from Fall 2016 |
| 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.

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



Report to the USC Lancaster Faculty Organization
November 18, 2016

People

Enrollment

As of October 24, 2016, 1845 students (headcount) are registered for the Fall 2016 semester. This is our enrollment freeze number and our official Fall 2016 enrollment number. Enrollment is up 7% over Fall 2015. We are serving approximately 146 online degree completion students and 47 BSN students at USCL as well this semester who do not count in our campus enrollment numbers.

Human Resources

We will soon make an offer to fill the **personal counseling position**. Many thanks to those served on the search committee.

The advertisement to fill the **TRiO director position** has been posted.

The search to fill the **financial aid position** has been closed, and the committee will soon be interviewing candidates.

CHEM and **PHIL** faculty searches are also underway. Thanks to those of you who are serving on those search committees.

Faculty and staff accomplishments

Congratulations to the following for their respective accomplishments:

Dr. Angela Neal, Dr. Kate Holland and six psychology students for their presentation entitled "Do Couples Agree on Why Partner Aggression Occurs? An Investigation in Situation-Specific Attributions" at the Carolina Women's Health Forum, Nov. 4 in Columbia.

Dr. Sarah Sellhorst, Dr. Liz Easley, Dr. Bill Riner and several of their students made 3 poster presentations at the Carolina Women's Health Research Forum on Nov. 4 in Columbia. Dr. Easley's work was selected for best poster submitted in the Basic Science Category, and she was invited to make an oral presentation entitled *Heart rate recovery following a maximal graded exercise test in normal-weight and obese women*.

Professor Chris Judge for his grant award of \$7,723 for the exhibit *South Carolina Prehistory Exhibit: Sharing a Little of that Human Touch*. This grant will provide funding for Prof. Taylor-Driggers (art) to assist Prof. Judge with designing the exhibit, laying out and printing text panels and other exhibit images. It will also support travel costs and honorarium for a primitive technologies and skills expert, Scott Jones, to set up in Red Rose Park during the Native American

Studies Center's Annual Native American Studies Festival and Exhibit opening on Saturday March 18th. Funds will also be used to purchase replica artifacts and weaponry for the Prehistory exhibit.

Mrs. Tracey Mobley Chavous who published a personal narrative, "Defining Your Success," in the 2016-2017 Special Edition of PHILLIS: The Journal for Research on African American Women published by the Delta Research and Educational Foundation.

Mr. Kenneth Cole who earned a National Credential for "Satisfactory Academic Progress" from the National Association of Student Financial Aid Administrators.

Mr. Brandon Newton on his election to the South Carolina House of Representatives.

Prof. Marybeth Berry who directed *Poe's Midnight Dreary*, performed by the Lancaster Players on Oct. 28 and 29.

Prof. Brent Burgin (archivist) for his presentation on Catawba Indian Heritage at the Columbia Museum of Art on Nov. 8. <http://www.dailygamecock.com/article/2016/11/artbreak-celebrates-native-american-history-and-catawba-pottery>

Athletics

Women's volleyball made it to the region championship playing their first and last match on Friday, November 5th. Overall the team had a great season and was able to celebrate lots of improvements over last year.

Men's and Women's soccer also concluded their seasons in late October. Highlights of Coach Tarque's first season with the Lancers include: acquiring new scoreboard (donated by Comporium), increased financial support from community/business sponsors, new warm-ups, bags, and uniforms for both teams, and a successful team fundraiser.

Budget

Campus finances are stable, and we had a positive 1st quarter budget meeting at the end of October.

The Board of Trustees has authorized the spending of our \$700,000 deferred maintenance funding for Gregory and Bradley. The \$640,000 for Gregory is aimed at new gym and racquetball flooring, complete renovation of showers, lockers and changing rooms, and replacement of solarium windows in the pool area. The \$60,000 for Bradley is slated for weep hole repairs, hot water system upgrades, and roof drain repairs.

Facilities

Campus renovation and construction projects:

- Starr Hall Student Center: new furniture arrived in Oct., and renovations are now complete.
- Starr Hall corridors were painted three weeks ago and carpeting will soon be installed.
- Renovation work for the former Office of Admissions and Records will begin soon as the pre-construction meeting is scheduled for next week.

Other items...

- USC Lancaster hosted a **Civil Rights Conversation featuring Charles Lingo and Charles Mauldin** on Tuesday, Nov. 15 at 6:30 in Bundy Auditorium. Many thanks to Prof.

Adam Biggs for his efforts in organizing the events of the evening and facilitating the conversation.

- The annual **Scholarship Luncheon** was held on Nov. 1 with approximately 275 attendees. Many thanks to the staff in the Office of Advancement for their coordination of this annual event.
- At the beginning of October, the **Native American Studies Center** celebrated four years on Main Street in Lancaster. The following are data supplied by faculty and staff at the Center related to visitors and guest during the past four years:

| | | |
|---------------------|---|--------|
| Oct. '12--Sept. '13 | = | 6799 |
| Oct. '13--Sept. '14 | = | 7017 |
| Oct. '14--Sept. '15 | = | 6742 |
| Oct. '15--Sept. '16 | = | 8947 |
| Total | = | 29,505 |

To date, visitors have come from 22 countries, 42 of 50 states, and 42 of 46 SC counties.

- An article by Deena Bouknight entitled ***Tribes and Territories: South Carolina's Oldest Heritage appears in the November 2016 edition of Columbia Metropolitan magazine.*** The article features a section focused on the Catawba people and showcases USCL's Native American Studies Center.
<http://columbiametro.com/Columbia-Metro/November-2016/Tribesand-Territories/>
- **Native American Art & Crafts Annual Winter Sale**, Native American Studies Center Saturday, December 3rd, 2016 at 9:00 am — 4:00 pm: Catawba pottery, jewelry, baskets, and other works handmade by Native American artists and craftspeople will be available at the USC Lancaster Native American Studies Center. Vendors will be offering a wide variety of artwork, crafts, decorative items, and unique handmade objects perfect for holiday gift-giving. Visitors will also have the opportunity tour the exhibits in the Native American Studies Center and to see demonstrations of Catawba pottery by artist in resident Keith Brown. The Center is located at 119 S. Main Street in Lancaster.
- Over the Fall semester I have been able to make **several development visits** to current and potential business and industry partners including Lash Group, Morrison Textile Machinery, State Farm Insurance, and Nutramax Laboratories.

A funding request to Comporium Communications has yielded a gift of \$25,000 for the renovation of the Bradley physics lab to also serve chemistry lab instruction.

- I began my visits to area county councils this week with a USCL update here in Lancaster. Others across the region are scheduled over the next couple of months.



UNIVERSITY OF
SOUTH CAROLINA
 LANCASTER

M. Ron Cox, Jr., Ph.D.
 Associate Dean for Academic & Student Affairs
 118 Hubbard Hall

REPORT TO THE FACULTY
18 November, A.D. 2016

COURSE SYLLABI AND OFFICE HOURS. If you are teaching a FALL II course and have not yet done so, please submit a copy (**preferably electronic**) of your course syllabi and office hours to the Office of Academic Affairs. For information about what needs to be included, see "Resources for Faculty" (<http://usclanaster.sc.edu/academics/syllabi.htm>).

FACULTY SEARCHES FOR FALL 2017. The search committees for Chemistry (Instructor or Assistant Professor) and for Philosophy (Assistant Professor) have been formed and have received their charge. The advertisements have been posted and applications are flying in.

On the subject of searches, the advertisement for **TRiO Director** has also been posted. I will be chairing this committee and will be asking for faculty as well as staff representation.

COURSE EVALUTATIONS. The traditional paper course evaluations have been distributed and are due on or before Friday, December 2nd. Online evaluations have been activated and will close on Friday, December 2nd. Students should still receive periodic e-mail reminders, but I would encourage faculty to make announcements regularly in class as well.

FINAL EXAM SCHEDULE. The final exam schedule for courses offered in FALL 2016 is online at <http://usclanaster.sc.edu/academics/exams.htm>. Please remember that all final exams must be given on the assigned date and time unless permission has been received from the Office of Academic & Student Affairs to administer them at different days/times.

In any course or laboratory which meets two or three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period. In any course or laboratory which meets more than three times per week, no quiz, test, or examination may be given during the last three class meetings prior to the regular examination period. Self-paced courses are exempt from this regulation.

If an instructor teaches more than one section of the same course, students may transfer from one examination section to another with the instructor's permission.

Students who are absent from any final examination will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of I, and may complete the course under the conditions specified by the instructor in the "Assignment of Incomplete Grade" form. Re-examinations for the purpose of removing an F or raising a grade are not permitted.

FINAL GRADES for FALL 2016 (both 16 week and Fall II courses) **must be submitted no later than 12:00 noon on Wednesday, December 14.** Remember that Blackboard and Self-Service Carolina will probably be taken off-line after this time as USC Columbia does its end-of-semester processing.

I cannot stress enough how important it is that grades be submitted on time. USC does a "grade run" only once, and if a student's grades haven't been submitted, it can affect graduation, dean's list recognition, probation or suspension status, and financial aid eligibility.

Outside Professional Activities Report. Although we have not yet received the official reminder from USC, I am including my annual notice about the OPA reports, which are now submitted online through the Provost's Office. Information is available at https://www.sc.edu/about/offices_and_divisions/provost/faculty/outside-professional-activities.php.

This report covers activities for the calendar year 2016 (01 January – 31 December) and is designed to ensure that there are no conflicts of interest between your University and non-University related duties.

If past trends hold true, the local unit summary reports must be ready by January 31, 2017, so please submit your individual form before then. Additional reminders will be forthcoming.

THANK YOU to all who participated in the Olde English Junior Scholars Day (October 13) at USC Lancaster. We hosted around 100 of the area's "best and brightest," and I received nothing but compliments from Consortium members about their treatment on campus, and how impressed they were with the folks we have working here. I am especially grateful to Pam Ellis for her work in organizing and coordinating the day. One of the marks of having a really great team is that they make the challenging appear effortless.

CAROLINA CORE. The Carolina Core Committee continues to meet and to hash out various issues that are still unresolved. Currently there are two pressing issues – transferability of overlay courses, and assessment.

Regarding transferability of overlay courses, the original idea was that overlay courses accepted in transfer would meet the primary CORE outcome, but not the overlay component. For example, a student who took ENGL 102 at York Tech would receive academic credit, and would be deemed to have met the CMW outcome but not the INF (overlay) outcome. A student transferring in with POLI 201 would meet GSS, but not VSR. (These are the two main culprits.) At any rate, this is in the process of being changed to where a transfer overlay course would be accepted as meeting BOTH outcomes.

Regarding assessment, here's where things stand. (Please note that this applies only to the general AA and AS degrees, which are being assessed centrally. USCL still has to conduct assessment of our Business, Criminal Justice, and Technical Nursing associate's degrees. Dr. Protz is at the lead of these efforts).

| CAROLINA CORE COMPONENTS | FALL 2016 |
|---------------------------------|--|
| ARP | Data Collection and Review/Assessment of Student Artifacts |
| CMW | Data Collection |
| GHS | Data Collection and First Rater Review/Assessment of Student Artifacts |
| CMS | Office of Institutional Research and Assessment (OIRRA) processing data from Review/Assessment of Student artifacts collected in Spring 2016 |

In terms of what's coming up, the various Specialty Team chairs will receive data from across the system about which faculty are teaching courses with outcomes to be assessed in Spring 2017 (AIU, GSS, INF, & GFL). The various teams will review rubrics and make updates where necessary.

The hope, as I understand it, is that professors who are teaching these classes will be contacted by early December, given a copy of the rubric, and will be asked to identify an assignment that will be used and submitted for assessment purposes.

| CAROLINA CORE COMPONENTS | SPRING 2017 |
|---------------------------------|--|
| AIU | Data Collection |
| GSS | Data Collection |
| INF | Data Collection |
| GFL | Data Collection |
| VSR | Review/Assessment of Artifacts from Spring 2016 |
| SCI | Review/Assessment of Artifacts from Spring 2016 |
| CMW | Review/Assessment of Artifacts from Fall 2016 |
| 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> |
|--|---|

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 | | |
|--|--|--|
| OPTION I (MATH): <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) | | |
| OPTION II (CSCE, LOGIC, or STATISTICS) <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