Faculty Meeting Minutes
February 2, 2018

PRESENT: Brooke Bauer, Dwayne Brown, Chris Bundrick, Li Cai, Jill Castiglia, Courtney Catledge, Tracey Mobley Chavous, Walt Collins, Kim Covington, Ron Cox, Stephen Criswell, Liz Easley, Stan Emanuel, Rebecca Freeman, Fran Gardner, Annette Golonka, Darris Hassell, Kate Holland, Jason Holt, Ernest Jenkins, Chris Judge, Dana Lawrence, Nick Lawrence, Pat Lawrence, Pernell Lewis, Lynnette Martek, Godfrey Ndubuisi, Angela Neal, Bettie Obi-Johnson, Allan Pangburn, Phillip Parker, Leigh Pate, Suzanne Penuel, Kim Richardson, David Roberts, Denise Roberts, John Rutledge, Todd Scarlett, Ann Scott, Sarah Hunt Sellhorst, Brittany Taylor-Driggers, Dick Van Hall, Tania Wolochwianski, Andy Yingst

ABSENT: Shemsi Alhaddad, Marybeth Berry, Adam Biggs, Noni Bohonak, Brent Burgin, Fernanda Burke, Steve Campbell, Mark Coe, Susan Cruise, Jerry Currence, Garane Garane, Lisa Hammond, Claudia Heinemann-Priest, Claudine Jones, Kaetrena Kendrick, Howard Kingkade, Babette Protz, Peter Seipel, Mike Sherrill

CALL TO ORDER: 1:00 PM

CORRECTION/APPROVAL OF MINUTES: December minutes approved

REPORTS OF OFFICERS

Dean of Campus—Walt Collins:
Good afternoon. I've submitted a report [page 12]. A couple of things: Kia is our new athletic trainer; please say hi to her. Thanks to the Athletics Advisory Committee for bringing Kia to campus.

Also, the inclement weather policy—we're required to follow county government by the governor's office. We have to wait. John and I keep in touch with the county when there's a possibility of bad weather. The county decides and is very much aware that their decision affects us. We don't follow the school district policy—the rule mandates that we follow county government. If there is a threat, we can diverge from their policy, and that's what we did on the 17th when snow was falling and the county hadn't canceled. I realize that some of you live an hour away, and we, Ron and I and the Chancellor, keep in mind that you need to know before you leave home. There are issues with Carolina Alert—several don't get Lancaster alerts if they have Columbia affiliations. If there's a way you can add someone to your alert, that would be helpful. For example, I put Ann Small on mine. John can't add people—we asked. I'm usually calling John and Ron between 4 and 5. It's not easy.

A second issue that you might have seen on the 17th—Columbia's message was prioritized over our campus message on our webpage. That's fixed. Antonio can now prioritize ours on our homepage.

John: The colleges have asked our governors for an exemption. They've promised, but they haven't done anything.

Walt: Questions?

Fran: I was pleased to see that there's continuing discussion about raises with upper administration. I'd like to talk just a bit about whatever happened to those raises we used to get about every other year, say a decade ago. A percent, percent and a half. When I ask, I get a non-response about how "it's not an election year." Are our raises now politically connected to election years, and can we ever expect that we might go to raises that would happen more frequently?

Walt: The answer to both of those questions is "I don't know." What I hear USC ask the legislature is for operations money to do things like that. We met with the House Ways and Means Committee and one member laughed at what we, the system, were asking for. Reception is very warm to extremely cold depending on who it is, but the general attitude: no more money for higher ed. At the provost meeting this morning, our CFO said she doubted any more money would come out of the state legislature.

Fran: I watch USC grow and get better and better and watch the wonderful dedication of our faculty and staff, and I wonder if we can continue our commitment to this university without even cost-of-living raises.

Walt: I agree. Committed and deserving.

Fran: What can we do?

Walt: Talk to our legislative delegation. We went to Carolina Day and three senators' offices (Sheheen, Gregory, Fanning). We left messages and saw representatives, Brandon and two from York and Chesterfield. They love to see the students. But that's all we're seeing.

We serve six counties. It doesn't hurt to respectfully ask them for their help. Our deferred maintenance request has been in, and recurring operational funds.

Fran: If we were able to get back to incremental raises on regular basis, it seems to me that this pressure would ease.

Ron: If you're going to reach out to legislators, call them. Not email or letters. That's what people in the General Assembly have said.

Associate Dean for Academic and Student Affairs—Ron Cox:
My report is submitted [page 15]. Questions?

Chris Bundrick: About dual-enrollment—can you give us a general explanation about that and this motions? My understanding is that the policy has come about because of SACS issues.

Ron: No. The policy is separate, from my understanding. CHE allows colleges to offer courses and credit to high school students. We've been doing this since long before I got here. Our program and the other campuses' programs have grown. Our Lancaster policy has evolved, and so have other campuses'. This is coming out of Columbia, Sher Downing in Admissions, to make the process uniform. Now that I'm thinking about it, this could be a SACS issue. The good news is that this is pretty much the way we do it.

Chris Bundrick: Dual enrollment students represent half of our headcount and get a deep discount. Is there some reason we don't charge them closer to actual tuition?

Ron: They won't come if we charge them more. In its old incarnation, DE was a good marketing and recruiting tool. As the program has grown and DE students are here, it's even better. We've reached out to very poor schools and set tuition at an amount that the Lottery Tuition Assistance Program would cover.

Annette: Have you guys tracked to see whether the recruitment is working?

Walt: David Hunter has. Most of our DE students go to Emory, Duke, Wake Forest . . . we do keep some, though.

Ron: It's hard to know whether the ones we keep are here because of DE.

Sarah: Does that count the ones who leave and come back? I've had several.

Ron and Walt: No.

Walt: The National Clearinghouse only counts where they go first.

Director of Academic Success Center—Dana Lawrence:
I sent out a report last night [page 31]. Questions about my many numbers that I hope you enjoyed? We were a little slower in January—the snow week.

Director of Human Resources—Tracey Mobley Chavous:

Hello, everyone. I sent a report last night [page 35]. Questions?

Fran: In the FAQ, it said the IRS is distributing a calculator soon. When?

Tracey: The feds just say soon. I would expect at least by mid-February.

Medford Library
Report submitted [page 39].

Information Technology

Report submitted [page 41].

REPORTS OF COMMITTEES
System committees—

Provost Advisory Committee—Stephen Criswell:
We've submitted a report [page 76]. If you have issues you can't get resolved locally or with PC, give Joan Gabel a call. She's very welcoming

Annette: I read the report about Carolina Core requirements and syllabi, and this says to go back to the departments. Are we required to teach exactly these learning outcomes? I was originally told they were just examples, but I'm getting the feeling that this is not the case. I'm seeing a discrepancy in how we address this.

Angela: She said you can be creative—just touching on a learning outcome.

Annette: The lab outcomes are very specific and there's equipment we don't have here.

Stephen: There's a desire for our academic dean to communicate with departments in Columbia about the outcomes and revisiting them.

Ron: Yes. This is not limited to the sciences. Early on, there was an understanding that the model syllabi were just examples, but problems have come up with some disciplines and very specific learning outcomes.

Chris Bundrick: The other issue connected to this beside the nuts and bolts of how we teach is that this is an active reversal of policy. I want to ask our representatives on the Provost's Advisory Committee if they can bring this up. If this is a change of policy, we need to talk about this as a change of policy.

Columbia Faculty Senate—Liz Easley:
I've submitted a report [page 43]. The last meeting was December 6th and we meet again next week. There's nothing Palmetto-specific to report. Shemsi and Noni and I talked about the fact that the courses and curriculum proposals have gotten much easier to read. We encourage faculty to read them, especially the ones relevant to our teaching and advising.

Palmetto College Faculty Senate Executive Committee—Ernest Jenkins:
Executive Committee had two proposals come up. One, a revival from two years back, would give System Affairs more of a curriculum-committee-type role and revisit our AA and AS degrees. That would provide a way to get optimal input from all campuses but also streamline our approval process. Senate had talked about that but never completed the discussion.

Also, there's a new proposal for an assessment committee for our AA and AS degrees that would allow us to capture our systemwide work and report it—a standing committee of Palmetto College faculty. Senate membership wouldn't be required. We would meet once in fall and once in spring. It would consist of all nine areas represented in the Carolina Core. That's how the proposal now stands.

Fran: The proposal you discussed about curriculum being a part of System Affairs—what's your anticipated timeline? As you know, this body wants some changes in the AA and we're stuck. We should move our own AA interests forward.

Ernest: I share that desire to move our program forward in the pipeline but also want to make sure we have a system in place. It's likely to go forward at the next meeting, and if not, at the one after that. The fastest option is to vote in April.

Chris Bundrick: So currently, degree changes require local campus faculty approval. The model you're talking about would give System Affairs authority to make changes, authority to vote changes in without going back to local campus. Could System Affairs also initiate changes and obligate campuses to accept those changes?

Andy: Yes: Anyone on Senate could make a motion to change the curriculum.

Chris: Wouldn't each campus have to vote to give up their authority, rather than just having Senate take their authority?

Andy: I'm not crazy about it either.

Ernest: As currently written, there's nothing that says System Affairs could initiate a change, but it could happen.

Chris: Anybody on Senate could make a floor motion requiring, say, seventeen English classes, and if our representatives weren't there that meeting, as is possible, that might change for us.

Nick: According to the Provost's Office, the senate is codifying authority it doesn't have.

Ron: To the point that a campus wouldn't have feedback: presumably, the faculty organization would meet.

Suzanne: Why no local vote to cede authority to the senate? Are we afraid to have this vote?

Andy: It's an authority we no longer have. Another vote would stir up the kind of bad feelings we saw before.

Suzanne: Regardless of whether those feelings are voiced, they'll still exist.

Nick: Senators are not obligated to do that.

Chris: My concern is that up until this moment, while the senate has had oversight, no campus could be required to have a curriculum that campus did not approve first. If we're going to change that, I think the local campuses have to vote to give up that authority. We should develop a consensus on this campus to give up this authority before you take it.

Nick: Please pass along to Executive Committee that this discussion will not go forward without incident.

Nick: Announcement--Stephen Criswell is going to be serving on Welfare Committee along with Tania for the rest of the academic year. If you have any comments or questions: please get those to them.

Local committees—

Art Search Committee—Fran Gardner:
We got twelve applications and have three telephone interview. By the end of the day, we'll submit material to the dean before campus invitations, hen check references. By February 16, we'll decide who we want to invite.

Sociology Search Committee
Nick: Susan has submitted a report [page 88]. Please direct questions to her later.

Evaluation Committee—Jason Holt:
The committee submitted our report about the charge to consider modifying T and P to include Associate Dean for Academic and Student Affairs [page 86].

Curriculum Committee—Chris Bundrick:
Several things I was going to report are no longer current now that I know the status of curriculum in senate. We're free to move things ahead with our own curriculum committee. We talked about two unresolved questions about Palmetto College curriculum: it remains our understanding that common two-year AA and AS degrees are necessary because we're extensions of Columbia, but SC state law seems to authorize only two-year campuses and disallow four-year campuses to author these degrees. Second, SACS requires that faculty approve all degrees, so we're unclear on why we can authorize two-year degrees without going through Columbia. The committee is going to ask for approval of the faculty organization to communicate with the Columbia faculty senate and, I hope, get some more clarity.

NEW BUSINESS*

Curriculum Committee—Chris Bundrick:

We're especially concerned that the Columbia faculty will feel a little chapped if we've been approving degrees that are technically theirs without their input.

Motion 1: Is it okay for us to email Columbia Senate and ask them about this?

Fran: What would you be asking them?

Chris: Specifically ask about potential compliance issues.

Fran: Seems to me they would say, "You have your own senate."

Chris: But we need common curriculum because the degrees are considered Cola degrees. Seems to me they would need to approve them.

Ron: There is only a USC degree, not a Columbia degree. Our faculty are USC faculty of Palmetto College. I don't agree that Title 59 prohibits the four-year colleges from offering an associate's degree. In the past, I've heard the argument that we can't offer associate's degrees through four-year campus, but what about Fort Jackson?

Andy: Should we be worried that Columbia will take our degrees away?

Chris: Don Miles said we had to do common degrees because they were Columbia degrees, but I don't think it's likely that we'll lose control of our degrees to Columbia senate. I want to get in touch with them because I don't want something like what happened here four years ago to spring up again in Columbia.

Annette: Why are we not asking our senate to ask Columbia senate? I can't speak for the full curriculum committee, but I think we've been asking for our senate to do something like this for four years.

Stephen: It doesn't have to be done now, but I'm wondering if newer faculty are familiar with these issues.

Chris: We walked through this in one of the reports that's in previous minutes.

Nick: Our curriculum committee asking for the FO's to loop in the Columbia faculty senate and let them know what's going on.

Fran: It seems to me that the report Ernest gave a few minutes ago about System Affairs, overdue though it is, takes care of this problem. If our senate can do this, I don't think we have a problem. Maybe we should give it time to see how that process develops before we jump into another level of negotiation.

Vote; motion fails.

Motion 2: Approval of common dual-enrollment policies for Palmetto College [page 89]

Fran seconds.

Ron: The faculty has control over admissions to this campus. I'd rather not give assent to this until the faculty has had a chance to give input.

Nick: Does this document represent any significant changes to what we currently do?

Ron: No. It applies existing USC policy to what we already do.

Andy: Dual-enrollment students are full Lancaster students, right?

Ron: Yes.

Vote; motion passes.

*Andy: Point of order: We have unfinished business—the compiler motions.

Nick: Oh, yes. I've omitted that. My mistake. We'll get to it after the next motion.

Motion 3: Hardship Withdrawal Policy and Procedure [page 91]

Several second.

Ron: Many of you have seen forms dealing with withdrawal for extenuating circumstances. The old policy said we couldn't allow withdrawal after the last day or from anything other than all classes. This one would, subject to approval by committee. Documentation would be required. The Admissions and Petitions Committee would deal with this

Dick: Is there a separate policy required for military service? Would this embrace that?

Ron: There are rules and regulations about that in SC. Would we do that as a hardship withdrawal? Probably.

Annette: I've served on this committee. Friendly amendment to that first paragraph: "medical or family, or other emergencies."

Suzanne: "medical, family, or other emergencies"?

Amendment(s) seconded.

Chris Bundrick: Would this have to be for all campuses?

Ron: The Bulletin says "equivalent" policies.

Vote: amendment passes.

Vote: Motion 3 passes.

UNFINISHED BUSINESS *[See December 2017 faculty meeting minutes and addenda for Compiler motions.]*

Motion 1. Campus Compiler Policies

Nick: Shemsi emailed this to everybody. Discussion about mechanical changes? *[None.]*

Vote; motion 1 passes.

Motion 2: Timeline: Compiler Training

Phillip: Is one week enough time? Maybe the person who's already doing this can tell us.

Jason: Yes, it's enough time.

Ron: What's wanted is a list of people who will be undergoing tenure and promotion? I want to make sure Summer and Laura and everyone will be able to understand what's wanted.

Nick and others: yes.

Vote; motion 2 passes.

Motion 3: Information Requested from the Candidate

Nick: Jason, can you explain why this might be necessary?

Jason: It would make searching for the information a lot easier.

Stephen: There was an issue accessing the Palmetto courses for me.

Sarah: For me, it was hard to find the right disciplinary categorization. This would help us make our case.

Vote; motion 3 passes.

Motion 4: Change the statement "suitable alternatives . . . "

Vote; motion 4 passes.

Motion 5: Change the statement "For those candidates who teach across various disciplines . . . "

Vote: motion 5 passes

Motion 6: Change the statement "Additionally, the compiler will provide any other information . . . "

Vote; motion 6 passes.

Motion 7: Delete the statement "The compiler will provide . . .'

Vote; motion 7 passes.

NEW BUSINESS PART TWO

Stephen: I move to request the Faculty Senate (by way of the Executive Committee) to contact Columbia senate regarding curriculum issues.

Chris Bundrick seconds.

Vote; motion passes.

Stephen: We have a shortage of full professors to serve on the local review committee, so that it's now a regional committee, and we have another regional committee too. There's a redundancy.

Stephen: Motion to charge Rights and Responsibilities to look into this and maybe streamline.

Penuel seconds.

Todd: My concern is that our full professors on the local campuses might not have a vote, if they aren't on regional and the local committee gets eliminated.

Ron: Something to consider: promotion is not campus-specific.

Chris Bundrick: I don't mean to imply that I'm supporting this or not, but the process we've described for promotion is just like the process we've described for curriculum.

Annette: It could be that we'll have more of the full professors coming up next year.

Ron: Union won't.

Kate: There's got to be some way to get input from local campuses. I felt bad for people going up for full this year. I'd love for there to be another way to get local input.

Ron: When I was at Salk, the division chair and academic dean put a letter in the file. On this campus, we don't, and both are prohibited from serving on the committee

Stephen: The local campus is the de facto regional committee. It's a problem more for Union and Extended than for us.

Fran: We don't have to focus on this in the faculty organization.

Stephen: That's what I'm saying.

Vote; motion passes.

ANNOUNCEMENTS

Nick: Thanks for providing lunch, dean's office!

Chris Judge: Please take a look at our Native American Studies web portal. The project for which we got a $96K grant has gone live. Also, our thirteenth annual Native American Studies week is themed on social activism. Brooke Bauer has invited four Native American activist women to speak. We hope you'll come.

John: South Carolina is moving to the REAL ID the requirement in 90 days. Your driver's license may not work anymore if that's what you use to get into events in Columbia.

Chris Bundrick: I've been looking at the memo the chancellor released about raises and put together a packet that highlights three strategies for asking for pay increases—pay for performance, a one-time bonus, and a process for dealing with compression. Let me know if you want a copy of this PDF packet.

Adjourn 2:42 p.m.

UNIVERSITY OF
SOUTH CAROLINA
LANCASTER

Dr. Walter P. Collins, III
Palmetto College Campus Dean

Report to the USC Lancaster Faculty Organization
February 2, 2018

Welcome back! I trust that everyone enjoyed the recent winter break and that the new semester is going well for you so far. I appreciate the team approach to so many tasks that require our attention at the beginning of the term. Know that my door remains open to you for questions, comments, and feedback. Thanks for your contributions to the many successes of our students.

People

Enrollment
As of February 1, 2018, 1473 students (headcount) are registered for Spring 2018. We have completed one round to drop students for non-payment. Final enrollment in Spring 2017 was 1511. There are additional second 8 weeks enrollment numbers to be added. We are serving around 130 Palmetto College students at USCL as well this semester.

Athletics
Student-athletes' average GPA for Fall 2017 was 2.67 with the baseball team averaging 2.76, volleyball averaging 3.55, women's soccer averaging 2.16, and men's soccer averaging 2.4. Six student-athletes earned a 4.0 GPA while 29 student-athletes earned a GPA between 3.0 and 3.9.

> **Upcoming baseball games**: February 21 is our first home game of the season. The Lancers take on the Limestone College JV team at 3:00.

> There is a **men's soccer exhibition game** at Andrew Jackson High School today, Friday, February 2 at 6:00 pm.

Please welcome **Ms. Kia Pierce** who began last month as our full-time trainer in Lancers Athletics.
_____

Congratulations to

Prof. Kaetrena Kendrick (Associate Librarian) for acceptance of two session presentations at the upcoming British Columbia Library Association Conference in Vancouver in May.

Prof. Brittany Taylor-Driggers (Art), Dr. Brooke Bauer (History), and Dr. Stephen Criswell (English) for their award of a Horizon Grant from the J. Marion Sims Foundation to support their upcoming travel study trip.

Dr. Pat Lawrence (English) and Ms. Stephanie Golaski (teacher, Clinton Elementary) for their award of a Horizon Grant from the J. Marion Sims Foundation to support a project to build relationships between USC Lancaster students and students at Clinton Elementary School.

Prof. Fran Gardner (Art) who has been invited to judge an exhibition, give a gallery talk, and present a workshop for the Missouri Fiber Artists Association bi-annual conference. The theme is "Stories of Importance" and will take place in Fall '19 culminating with the conference in Nov. '19 in St Louis.

Budget

With your help and assistance, we continue to stabilize and improve our financial situation. We are on a course to continue building our carryforward again this year. Recall that we are working toward the equivalent of 3 months in general operations as a carryforward. Continued careful monitoring of spending will help ensure we get there.

As I mentioned in my October 2017 report to the Faculty Organization, salary and compensation for both faculty and staff continue to be a top priority. Along with the faculty survey report submitted by the Welfare Committee of the Palmetto College Campuses Faculty Senate in April 2017, the Palmetto College Chancellor, all the Palmetto College Campus Deans and the Faculty Senate Welfare Committee are working together to develop a comprehensive plan to review and analyze all faculty and staff compensation. With approximately 300 employees (faculty, staff, and students) at USC Lancaster, this will be a multi-year process. I will keep you updated as we move forward.

Legislative update:
We have made requests to our local legislative delegation for FY 19. USC Lancaster requests include deferred maintenance funding allocations for Bradley, Hubbard, and Gregory and recurring parity money to support academic initiatives.

USC (all campuses) made its budget presentation and requests to the SC House Ways and Means Education sub-committee on January 23. The Senate Finance Committee meeting is upcoming.

Facilities

Renovation work in the Gregory building is nearing completion. The gymnasium reopened on Friday, January 26, and the showers and locker rooms will most likely re-open in the next 7-10 days.

A rooftop HVAC unit that served the Academic and Student Affairs suite and the Financial Aid suite has been replaced with a new unit.

We are addressing isolated roof leaks in the Gregory Center.

With Buddy Faile's assistance we are working to consolidate money left over after the conclusion of several recent facilities projects so that it may be used for future projects. We will use our prioritized facilities repair and renovation list to determine the next projects to tackle.

Butch Lucas and staff will begin the process of re-coating the white boards in Founders Hall as some of them are showing wear. If you know of rooms that are particularly in need, please let us know. We will begin the process over Spring Break and finish it this summer.

If you are aware of areas around campus that need the attention of our maintenance and custodial staff, please continue to let us know.

A new **defibrillator device** has been added to the Carole Ray Dowling community room and will be located in the kitchen. This device is a donation from the Lancaster Rotary Club, the J. Marion Sims Foundation, and the Educational Foundation of USC Lancaster.

Other items...

- The **Soul Food Cook Off** has been scheduled this year for Tuesday, February 20, 2018. Proceeds from the event will support the Thelathia Barnes Bailey Textbook Scholarship Fund.

- Several USC Lancaster students, Shana Dry, and I attended **Carolina Day at the Statehouse** on Wednesday, January 31, 2018. We met with the legislative delegation from USC Lancaster's service area to thank them for their support and to ask for their continued support of USC Lancaster and higher education in South Carolina.

- Our **2018 commencement speaker will be Ms. Charlene McGriff**, County Council Member and Executive Director of Palmetto Citizens Against Sexual Assault. Ms. McGriff is currently involved in community and non-profit work and is an advocate for community improvement and engagement. Ms. McGriff also attended USC Lancaster. Commencement is scheduled for May 5 at 2:30.

- If you have not yet responded but would like to participate, please submit your information and a photo (or a photo can be taken for you) for the **Faculty and Staff Spotlight Series** that Shana Dry is organizing. This project came out of some of our discussions at last year's Town-Gown meetings and is a way for our community members to get to know the talented and dedicated individuals working across our campus. A new faculty or staff member will be shared each Friday.

- Congratulations to **Lance** who won the Most Creative Award in the **Martin Luther King, Jr. Parade** in Lancaster. Thanks to **Prof. Adam Biggs** for coordinating the campus entry and presence in the parade.

- The **Educational Foundation of USC Lancaster** has set the date for a 5K, 10K and 1-mile Fun Run—**Laps for Lancers**—as a fundraising activity on Saturday, March 24 here on campus. Events planned that morning include the races, a pancake breakfast, and activities for families with children to enjoy. Please come out and join us for this event.

- Next **Lunch and Learn at the NASC**, Feb. 16th at noon with Prof. Adam Biggs. Topic: "Desegregating Lancaster: An Oral History Project."

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

REPORT TO THE FACULTY
02 February, A.D. 2018

SYLLABI & OFFICE HOURS FOR SPRING 2018: If you have not already done so, please remember to submit your weekly schedule (including classes and office hours) as well as copies of course syllabi to our office. Electronic submission is preferred. E-mail them to Pam Ellis (pellis@mailbox.sc.edu).

COURSE/STUDENT EVALUATIONS for SPRING 2018: If you wish to have your student evaluations for Spring 2018 administered ONLINE (instead of paper), please notify Pam Ellis in the Office of Academic & Student Affairs by no **Friday, February 09**. If we do not hear from you, you will receive the traditional brown envelope with the paper forms to administer to your classes near the end of the term.

COMMENCEMENT 2018. Yes, I know it's early, but there's a method to my madness here. USCL Commencement is scheduled for Saturday, May 05. Specifics will be forthcoming, but please go ahead and mark your calendars. All faculty are strongly encouraged to march in the procession and show off that academic regalia.

On the subject of commencement, if you know a student who plans to graduate in SPRING 2018, PLEASE make sure they know that **ALL DEGREE APPLICATIONS ARE NOW BEING DONE ONLINE THROUGH SELF-SERVICE CAROLINA.** The deadline for applying is February 14.

If a student has questions about the online application process, please have him/her contact Megan Catoe (for associate's degrees) or Danelle Faulkenberry (Palmetto College baccalaureate degrees).

If the student has already applied for graduation, please remind them that USCL is required to conduct surveys of graduating students (Associate's and Bachelor's degrees). Students should receive an e-mail when they complete their degree application, but if they have not, they should see either Megan or Danelle.

The **Scholarship Committee** plans to interview freshman scholarship applicants on Friday, March 02. If you are interested in being a part of this interview process, please contact Annette Horton in the USCL Counseling Center.

The **Carolina Core Committee** will meet at USC Columbia on Tuesday, February 13 at 12:30 p.m. There will be continued discussion on the issue of assessment of existing degree programs.

ASSESSMENT – GENERAL AA & AS Degrees. Late last month you received an e-mail from Dr. Nesmith requesting help and participation in the general AA & AS assessment efforts. Specifically, he asked for faculty volunteers to review and score student work in their discipline.

He promises that the new online process will be less time-consuming and easier on reviewers, and specifically asked for assistance in the following academic areas:
- History
- English
- Natural & Physical Sciences
- Social Sciences
- Philosophy
- Political Science

The review process would involve attending one one-hour training session in a two-way video classroom on your home campus, where reviewers would learn how to complete the assessment online in your office or at home, via Blackboard.

Once training is completed, the assessment itself should take no more than an hour or two at the most and could be completed over several weeks anytime during this spring semester.

The training will be hosted by Brittany Ashley, from the Office of Institutional Research, Assessment and Analytics, and faculty may choose to attend ONE of the two scheduled sessions:

- **Feb. 9**   **10:30-11:30 AM**
- **Feb. 13**   **3:00 – 4:00 PM**

Please contact Brittany Ashley (ASHLEY5@mailbox.sc.edu) if you have any questions, or to let her know which session you would like to attend; or if you are willing to participate as a reviewer but cannot attend either scheduled session. Faculty input is vital to the success of this endeavor, and Dr. Nesmith offers his appreciation for your consideration.

Faculty & Staff Searches

- **Director of Enrollment Management –** The Committee has completed its work and submitted its recommendation to Dr. Collins. An offer has been made and tentatively accepted. Just waiting for a few remaining bureaucratic gears to turn. Stay tuned.

- **Sociology:** The Sociology search committee has submitted its report separately.

- **Computer Science:** Dr. Sarah Sellhorst is now assisting Dr. Bohonak in co-chairing this search committee.

- **Art/Curator:** Professor Gardner reports that this search committee is conducted (or by this point, has conducted) phone interviews and will be narrowing down the candidate pool to determine who will proceed in the process.

I would remind the chairs of all search committees to please submit curricula vitae and copies of graduate transcripts of all faculty position finalists prior to inviting them to campus for an interview.

Our office sends them to the appropriate academic unit at USC Columbia for perusal, just to make sure there are no "red flags" which might later cause issues with course approval requests.

SUMMER & FALL COURSE SCHEDULES. Thank you for submitting your proposed summer and fall teaching schedules. The summer 2018 schedule is uploaded and is open to review. **Please make sure all information (course, day/time, location) is accurate. PLEASE CHECK TO MAKE SURE THE DATES FOR THE TERM ARE CORRECT, and remember if you are teaching a Palmetto College class (online or two-way video), the start and ending dates may be (and probably will be) different.**

Over the coming weeks, your division chairs will be meeting and negotiating the Fall 2018 schedule. Here is the timeline we are envisioning:

February 07	Faculty submit proposed schedules to Division Chairs
February 08 – 14	Division Chairs Meet with Pam to Work Out Block Schedule
February 14 - 23	Schedule loaded into Banner (Online)
February 26	Online Draft Schedule Completed & Submitted to Faculty for Review
February 26 – March 02	**Faculty submit proposed changes to Division Chairs (NOT DIRECTLY TO MEGAN or to PAM)**
March 05 – 16	Spring Break (Changes Made to Online Schedule)
Monday, March 19	**Pre-Registration Begins**

Please make sure that your division chair is also aware of any courses you are teaching for Palmetto College (online or two-way video), as well as any off-campus courses (e.g., dual credit) that you may be teaching.

Applications for Redefined Teaching/Libararianship Load forms for 2018-2019 were due by January 15. These will be reviewed by me and your division chair (as applicable). If you hear no response, you may presume that the application has been approved (qui tacit consentire).

Thank you for submitting your **FACULTY INFORMATION FORMS** for 2018. The peer review committees will be commencing their work on them, and the administrative reviews will go on simultaneously.

Supporting documentation is optional, but may be submitted electronically or brought to the Academic & Student Affairs Office in Starr Hall.

In case you haven't yet submitted yours, the links are:

BBC&E Division

Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here.

Instructors who wish to be reviewed on teaching and service only, click here

---

Humanities Division

Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here

Instructors who wish to be reviewed on teaching and service only, click here

---

Librarians

Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here

Instructors who wish to be reviewed on teaching and service only, click here

---

MSN Division

Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here

Instructors who wish to be reviewed on teaching and service only, click here

Here is the timeline we have established for this year's administrative process:

January 31	FIFs due
February & March	Division Chairs review FIFs.
April 02 – 06	Division Chairs meet with Ron to review evals; Ron and Division Chairs sign off on them
April 09 – 13	Ron meets with Walt to Review evals; Walt signs off on them; they are returned to the Division Chairs
April 16 – 30	Division Chairs meet with Faculty to discuss reviews (Last day of classes for Spring 16-week classes is 4/30)

NEW BUSINESS ITEMS

- The proposed policy for **High School Dual Enrollment** is attached to this report as an appendix. The policy outlines the procedure by which all USC Palmetto College Campuses will handle dual credit students. This policy is essentially the policy that USC Lancaster has followed, and is designed to make the process uniform across the campuses. The Academic Deans have been asked to present this to our respective campus faculty organizations for feedback, suggestions, and approval.

- The proposal for creation of a **Hardship Withdrawal Policy** for the USC Lancaster campus is also attached. This policy would, in my view, ease the burden on students seeking withdrawal from courses for extenuating circumstances while still allowing for faculty and administrative review of such requests.

Thank you to the entire staff of TRiO for hosting yesterday's **8th Annual Pre-Super Bowl Celebration.** There was lots of good food, great games (and competition) with prizes, and a celebration of the USC Lancaster campus community.

I will be out of the office from Tuesday, February 06 until Friday, February 09 attending the Arts Education Conference at the John F. Kennedy Center in Washington, DC.

While I will return to the office Monday morning, February 12, I will be teaching class that morning and then get to drive to Columbia for a User Acceptance Testing (UAT) workshop related to DegreeWorks. This takes place that afternoon in the USC Registrar's Suite.

Upcoming Events:
- Wednesday, February 07 @ 12:15 PM – USCL Research Club meets in BRAD 121
- Friday, February 09 @ 1:00 PM – Palmetto College Campuses Academic Advisory Committee videoconference
- Tuesday, February 13 @ 12:30 PM – Carolina Core Committee Meeting (Thomas Cooper Library, USC Columbia)
- Wednesday, February 14 – LAST DAY FOR STUDENTS TO APPLY FOR DEGREE/GRADUATION FOR SPRING 2018
- Thursday, February 15 @ 10:00 AM – PC Campuses Academic Deans' Meeting
- Friday, February 16 @ 9:30 AM – PC Faculty Senate at USC Columbia (Darla Moore School of Business)
- Friday, February 16 @ 12:00 PM – NAS Lunch & Learn Series – Black History Month Lecture on "Desegregating Lancaster" by Professor Adam Biggs
- Monday, February 19 @ 12:15 PM – Careers in Science Lecture: Peter Rophael, "Hitchhiker's Guide to PA School," Founders 104
- Tuesday, February 20 @ 11:00 AM – OSP Soul Food Cook-Off (Arnold Multipurpose Room)
- Wednesday, February 21 @ 3 PM – USC Lancers' Baseball Team home opener against Limestone College JV
- Saturday & Sunday, February 24-25 – USC Lancers' Baseball Team games against Bryant & Stratton College (double headers)

Other USCL events (as well as those on other campuses) may be found on the Palmetto College Events Calendar, http://pc.sc.edu/calendar/.

STUDENT NEWS:
- Kylie McLellan, BSN was named 2017 Employee of the Year for Springs Memorial Hospital. Kylie works in the Transitional Care Unit as well as at the Wound Care & Hyperbaric Center. She is a 2013 graduate of the USCL-BSN collaborative program.

FACULTY NEWS:

- Congratulations to **Dr. Stephen Criswell,** Associate Professor of English, **Dr. Brooke Bauer**, Assistant Professor of History, and **Professor Brittany Taylor,** Instructor of Art, who have received a Horizon Education Grant from the J. Marion Sims Foundation for their 2018 Travel Study program, "Native American Studies Road Trip Through the Southeast."
- Congratulations to **Professor Fran Gardner**, Professor of Art History & Studio, who has been invited to judge an exhibition, give a gallery talk, and present a workshop for the Missouri Fiber Artists' bi-annual conference. The theme is "Stories of Importance" and will take place in FALL 2019 in St. Louis, MO.
- Congratulations to **Professor Kaetrena Kendrick,** Associate Professor/Librarian, who has been accepted to present two sessions at the British Columbia Library Association Conference this May in Vancouver, BC:
    - "The Low Morale Trajectory in Academic Librarianship"; and
    - "Racial Climate and Inclusiveness in Academic Libraries: Perceptions on Welcomeness among Black North American College Students" (with Dr. J. Brenton Stewart, LSU School of Library and Information Studies).
- **Professor Kendrick** has also been selected to present at the Azalea Coast Library Association's Annual Conference on Friday, April 20 in Wilmington, NC.
- Congratulations to **Dr. Patrick Lawrence**, Assistant Professor of English, who received a Horizon Education grant from the J. Marion Sims Foundation for "Clinton to College: Creating Lasting Partnerships through Collaboration."

AND NOW... FOR SOMETHING COMPLETELY DIFFERENT:

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

SECTION: Admissions

SUBJECT: High School Dual Enrollment Policy

DATE: November 2, 2017

REVISED: DRAFT

Policy for: Palmetto College Campuses (Lancaster, Salkehatchie, Sumter and Union)
Procedure for: Palmetto College Campuses (Lancaster, Salkehatchie, Sumter and Union)
Authorized by: Drs. Sher Downing and Tabatha McAllister
Issued by: Palmetto College Central Admissions and Financial Aid

---

I.   Policy

The South Carolina Commission on Higher Education (CHE) defines dual enrollment courses as courses that are offered to eligible high school students via a contractual arrangement between their school/school districts and the University of South Carolina. Students enrolled in these courses earn simultaneous credit towards graduation from high school and academic credit toward either an associate or baccalaureate degree program. According to CHE, the purpose of these courses is to provide an avenue through which highly talented high school students may earn college credit while simultaneously meeting high school graduation requirements by taking courses in the high school setting that are offered by an institution of higher education. Students enrolled in these courses at one of the Palmetto College campuses will be classified as degree seeking with course work completed meeting requirements of the common Palmetto College campus associate degree in arts curriculum.

A.   Admissions Policy to be maintained in Academic Bulletin under degree seeking classification.
High School Dual Enrollment.

High school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of their school counselor or principal, and with approval of the academic department in which courses are to be taken. Interested students must submit a high school transcript verifying their eligibility and demonstrating exceptional ability to undertake college-level coursework. Admission exceptions may be granted for freshman or sophomore students at the request of the high school principal, his or her designee, or the designee of the governing school association. High School Dual Enrolled students must have a South Carolina Uniform GPA of 3.0 or higher.

II.   Procedure

A.   Admissions Processing (Banner)
The HSDE application can be updated for subsequent terms during the academic year. Academic year is defined as Fall, Spring and Summer.
Each Fall, a new application will be required along with an updated high school transcript provided by a recognized high school official.

The HSDE application will be coded with a DH (Degree, High School 2YC) admissions type and student type H (high school) and the applicant's curriculum will be listed as Associate in Arts.

The academic year Financial Aid Dually Enrolled High School Student Form will be required for all applicants effective 2018-2019. Exceptions will be made for those schools under a direct tuition payment contract with the campus. Admissions will image the form prior to forwarding the original document to campus Financial Aid for processing.

Residency certification is required with the minimum of capturing the following information:
1. Permanent address information of applicant and length of residence at least 2 years.
2. Parent/Guardian name, address, length of residence at least 2 years, and employment information at least 2 years.

If additional information is required or clarification needed, the admission office will follow up directly with the student to meet the regulations established by the South Carolina Code of Laws, Title 59 Education, Chapter 112 Determination of Rates of Tuition and Fees.

Citizenship certification is required for all students. The University Registrar provides the state approved form along with appropriate forms of certification.

If an exception is made for freshman or sophomore students, a letter of recommendation from the high school principal, his or her designee or designee of the governing school association is required for admissions.

III.　　Recommendations to Admissions Policy/Procedure

A. USC GPA Review
It is recommended that admissions officers check USC GPA each semester to determine eligibility for a subsequent term as well as a USC GPA review when processing a new fall application. The additional USC GPA check each term can assist with identifying students who may be jeopardizing GPA calculations used for South Carolina's publicly funded scholarship programs.

B. USC Semester Honors
It is recommended that campus records officers identify high school dual enrolled students during semester honors calculations. Special notification should be considered to identify participation in the PC Campus's HSDE program.

C. Residency Certification
It is recommended that HSDE applicant report driver's license, vehicle registration and SC income tax information for parent/guardian to meet CHE recommended list of documents to establish SC residency.

UNIVERSITY OF SOUTH CAROLINA LANCASTER

A Palmetto College Campus

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

04 January 2018

To: USC Lancaster Faculty Organization

Re: Hardship Withdrawal Policy & Process

I.   Background

Prior to FALL 2017, USC Lancaster (as well as USC Columbia and the other Palmetto College campuses) had a published policy regarding "Withdrawal For Extenuating Circumstances."

If a student needed to withdraw from courses DURING an academic semester but AFTER the date when a "WF" would be awarded, he or she would complete a "Withdrawal For Extenuating Circumstances" form and provide any relevant documentation.

The documentation would be reviewed by the Associate Dean for Academic & Student Affairs and, if deemed appropriate, the Associate Dean would sign the form and forward it to the faculty member teaching each of the student's courses for that semester.

Each instructor would then award a grade of "W" or "WF," based on the student's academic standing at the time of withdrawal, sign the form, and return it to the Associate Dean.

The Associate Dean would then sign the form approving the grades and forward it to the Campus Records Officer, who would make sure the appropriate grades were recorded.

Based on this policy, withdrawals after the last day of class were not permitted. It was also assumed that except in the most extreme of circumstances, the withdrawal applied to all classes in which a student had enrolled.

II.   New Policy for the USC Columbia Campus

Beginning with the FALL 2017 semester, the USC Columbia campus implemented a new policy for dealing with such requests. According to the web page, this policy was presented to the USC Faculty Senate at its meeting on December 7, 2016.

http://www.sc.edu/about/offices_and_divisions/advising/documents/hardship_withdrawal_presentation.pdf

Hardship Withdrawal

During and after the Withdrawal Fail Period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other medical or traumatic event). In these situations, students are able to petition for a Hardship Withdrawal from courses through the Office of the Dean of Students or the Hardship Withdrawal Committee. Each Palmetto College Campus has an equivalent hardship withdrawal process for managing petitions from students enrolled on their campus.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail Period until the last day of courses for the semester will be reviewed by the Office of the Dean of Students. Approved petitions will be submitted to the Office of the Registrar for grade assignments of **W** for all courses that semester on the student's transcript.

The Office of the Dean of Students will notify the student's instructors and their home college of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the Hardship Withdrawal Committee that must include faculty and college/school representation. Approved petitions will be submitted to the Office of the Registrar for grade assignments of **W** for all courses that semester on the student's transcript.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Dean of Students and/or the Hardship Withdrawal Committee, including but not limited to class attendance, class participation, or supporting documentation. If false documentation or misrepresented information is submitted, students will be referred for alleged violation of the USC Honor Code and the Hardship Withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in other courses, will be permitted only under exceptional circumstances and must be approved by the Office of the Dean of Students in consultation with appropriate colleges/schools. The Office of the Dean of Students will submit a report of selective withdrawal decisions for verification to the Hardship Withdrawal Committee at the end of each semester.

Information regarding the University's Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

The PDF notes that there were numerous problems with the previous policy, including variances across the system (and among colleges on the USC Columbia campus), as well as the burden it placed on the student/college to gather individual professor's signatures.

The updated policy now appears on the web at http://sc.edu/about/offices_and_divisions/advising/documents/dropping_courses_and_withdrawal.pdf.

III. Points to Consider

According to this policy:

A. "Each Palmetto College Campus has an equivalent hardship withdrawal policy for managing petitions from students enrolled on their campus." It therefore seems incumbent upon the USC Lancaster faculty to develop and approve such a policy.

B. If a petition is received before the last day of classes in a semester, the petition may be approved by the Office of the Dean of Students and a grade of W will be recorded for all courses taken that semester. Each faculty member is to be informed of the withdrawal.

C. If the petition is received AFTER the last day of classes in a semester, the petition must be reviewed by the Hardship Withdrawal Committee. If approved, the grade of W is assigned. (Again, presumably, the faculty would be notified, as this would lead to a change in the final grade awarded/assigned.)

D. The Office of the Dean of Students may consider a request for selective withdrawal – i.e., withdrawal from some courses but not all. The policy appears to presume that this would occur before the last day of classes. This part of the proposal makes sense, given the different means by which courses are offered at USC. For example, a student who found himself/herself homebound might feasibly be able to complete an online course, while at the same time needing to withdraw from on-site courses. So it provides some flexibility. I could easily see, however, some students waiting until after the last day of classes to make such a request. So I would recommend that any "selective withdrawal" requests be considered by the Hardship Withdrawal Committee, regardless of when the request is made.

IV.   Motion 1

I therefore offer the following motion:

Effective upon approval by the Faculty Organization of USC Lancaster and appropriate administrative authorities of the University of South Carolina, the following policy is hereby adopted for the USC Lancaster campus and will be added to the appropriate section of the USCL Academic Bulletin:

Hardship Withdrawal

During and after the Withdrawal Fail period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other traumatic event). In these situations, students may petition for a Hardship Withdrawal from courses through the Office of the Associate Dean for Academic & Student Affairs or the USC Lancaster Admissions, Petitions, and Grade Change Committee.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail period until the last day of courses for the semester will be reviewed by the Office of the Associate Dean. Approved petitions will be submitted to the Campus Records Officer for grade assignments of **W** for all courses that semester on the student's transcript. The Office of the Associate Dean will notify the student's instructors of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the USC Lancaster Admissions, Petitions, and Grade Change Committee, which includes faculty representation.

Approved petitions will be submitted to the Office of the Registrar for grade assignments of **W** for all courses that semester on the student's transcript, and the Office of the Associate Dean will notify the student's instructors of the withdrawal.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Associate Dean and/or the USC Lancaster Admissions, Petitions, and Grade Change Committee, including but not limited to class attendance, class participation, or supporting documentation.

If false documentation or misrepresented information is submitted, students may be charged with violation of the USC Lancaster Code of Student Conduct, and the withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in others, will be permitted only under exceptional circumstances and must be reviewed and approved by the Office of the Associate Dean for Academic & Student Affairs and the USC Lancaster Admissions, Petitions, and Grade Change Committee.

The Office of the Associate Dean will notify all affected instructors of a student's selective withdrawal, and will submit a report of selective withdrawal decisions to the USCL Faculty Organization at the final faculty organization meeting of each major semester.

Information regarding the University's Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

V.   Motion 2

If the above motion is approved, then it will add to the duties of the Admissions, Petitions, and Grade Change Committee.

I move that the existing description of the Admissions, Petitions, and Grade Change Committee be changed as follows:

Admissions, Petitions, and Grade Change Committee

Membership: One representative per division, the Academic Dean, and up to two administrative appointments.

Purpose: The Admissions, Petitions and Grade Change Committee reviews general admissions policy. It recommends appropriate faculty action on all requests for changing any grade recorded for more than one year.

The Committee makes decisions on:
- All petitions for readmission to USC Lancaster
- Hardship Withdrawal requests (for all classes) received after the last day of classes in the affected semester
- All selective Hardship Withdrawal requests

This committee reports and makes its recommendations to the faculty and to the Dean of the University.

UNIVERSITY OF
SOUTH CAROLINA
LANCASTER
A Palmetto College Campus

Today's Date:	

REQUEST FOR ASSIGNMENT OF W GRADE FOR HARDSHIP AFTER PENALTY DATE

If a student drops a course or withdraws from the University for medical reasons or other acceptable major causes after the penalty date (last date to receive a W), the grade of W may still be assigned.

This form must be returned by the Office of the Associate Dean to the Office of the Campus Records Officer for processing.

Student Name:	

Student ID:	

Term & Year:	

This request is made for the following course(s):

Department	Course Number	Section	Part of Term	Instructor's Name

1. I have been provided with a copy of the USC Lancaster policy regarding requests for course withdrawal due to hardship.
2. I have attached to this form a letter explaining the reason for this request and have included any relevant documentation for consideration by the Dean and/or Committee.
3. I understand that if I received financial aid for this term, I am responsible for contacting the Office of Financial Aid & Scholarships regarding this request.
4. I understand that if I make any fraudulent or misleading claims regarding this request, I may be charged under the USC Lancaster Code of Student Conduct and my withdrawal request will be denied.

Student's Signature:	

	Approved		Disapproved		
				Dean's Signature	Date

Academic Success Center Report
For February 2, 2018 Faculty Meeting
Submitted by Dana Lawrence

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

REMINDERS about the ASC's booking system:

- <mark>**Students can now book appointments as late as ONE hour in advance.**</mark>
- The booking page allows students to book a maximum of ten days in advance (in an effort to allow as many students as possible to have access to tutoring services, and to cut down on no-shows).
- 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!

<mark>Spring 2018 Semester</mark>

	Jan 2017	Jan 2018	Feb 2017	Feb 2018	March 2017	March 2018	Apr. 2017	Apr. 2018	May 2017	May 2018
Number of Tutors	7	11	7		7		8		8	
Total Number of Sessions	50	47	111		122—including ONE spring break session)		153		6	
Tutoring Sessions/Day (avg)	3.8 (13 operating days)	5.8 (8 operating days)	6.9 (16 operating days)		7.6 (16 operating days—open 2 days during spring break)		8.5 (18 operating days)		3 (2 operating days)	
Tutoring Sessions/Tutor (avg)	7.1	4.3	15.8		17.4		19.1		0.75	
# of tutor hours per week	95	105	95		111.5 (36 during spring break)		111.5		111.5	
Appointment	31	45	88		103		137		6	
Drop-in	19	2	24		19		16		0	

Tutoring Sessions by Area

	January 2018	February 2018	March 2018	April 2018	May 2018
Accounting	0				
Biology	3				
Chemistry	0				
Computer Science/PCAM 151	5				
Economics	0				
French	2				

Italian	**0**
Math/PCAM 105	**24**
Spanish	**0**
Statistics	**0**
Writing	**11**
	• CRJU: 1
	• ENGL: 6
	• HIST: 1
	• POLI: 1
	• Other: 2
	• SAP appeal letter
	• Scholarship essay
Other	**0**
TOTAL # OF SESSIONS:	**45**

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (JAN)	17	3	6	0	26

FALL 2017

	August 2016	August 2017	Sept. 2016	Sept. 2017	Oct. 2016	Oct. 2017	Nov. 2016	Nov. 2017	Dec 2016	Dec 2017
Number of Tutors	9	7	9	8	9	10	9	10	9	10
Total Number of Sessions	42	17	146	142	121	172	134	124	28	65
Tutoring Sessions/Day (avg)	5.25 (8 operating days)	3.4 (5 operating days)	9.1 (16 operating days)	10.1 (14 operating days)	7.1 (17 operating days)	9.6 (18 operating days)	6.09 (22 operating days)	7.8 (16 operating days)	5.6 (5 operating days)	8.1 (8 operating days
Tutoring Sessions/Tutor (avg)	4.7	2.4	16.2	17.8	13.4	17.2	14.8	12.4	3.1	6.5
# of tutor hours per week	112	77	112	85	112	96	106	89	106	89
Appointment	17	9	114	120	76	156	110	114	20	60
Drop-in	25	8	31	22	55	16	24	7	8	5

	August 2017	September 2017	October 2017	November 2017	December 2017
Accounting	n/a	3	2	0	0
Biology	1	9	12	6	4
Chemistry	2	16	8	7	1
Computer Science	1	17	15	27	11
Economics	0	0	0	0	0
French	0	1	0	2	1
Italian	0	1	0	0	0
Math/PCAM 105	8	53	51	43	6

			• Review for math placement test: 1	• Review for MATH placement test: 3	
Spanish	0	6	5	2	1
STAT	0	1	0	0	0
Writing	5	35	79	37	41
	• CRJU: 1 • ITEC: 1 • PHIL: 1 • SOCY: 1 • Other (non-course-related writing help): 1	• AFAM: 1 • ARTE: 2 • ENGL: 15 • ENVR: 1 • HIST: 1 • ITEC: 3 • MKTG: 2 • MUSC: 2 • PHIL: 1 • SOCY: 5 • UNIV: 2	• ENGL: 25 • ENVR: 1 • HIST: 1 • PALM: 4 • PHIL: 3 • POLI: 40 • PSYC: 2 • SOCY: 2 • Revise SAP appeal letter: 1	• ARTE: 1 • BIOL: 1 • CRJU: 1 • ENGL: 22 • HIST: 1 • MUSC: 2 • PHIL: 2 • POLI: 3 • SOCY: 2 • UNIV: 1 • Scholarship letter: 1	• ANTH: 1 • ARTE: 2 • BIOL: 2 • CRJU: 1 • ENGL: 18 • GEOL: 1 • PHIL: 5 • POLI: 10 • PSYC: 1
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0	0	0	0	0
TOTAL # OF SESSIONS:	17	142	172	124	65

	Fall 2016 Totals	Fall 2017 Totals
Accounting	n/a	5
Biology	18	32
Chemistry	22	34
Computer Science/PCAM 151	77	71
Economics	3	0
French	0	4
Italian	3	1
Math/PCAM 105	144	161
Spanish	61	14
Statistics	3	1
Writing	109 • CRJU: 1 • EDTE: 1 • ENGL: 53 • HIST: 3 • HPEB: 2 • MGMT: 9 • MKTG: 1 • MUSC: 6 • NURS: 6 • PALM: 10 • PHIL: 2 • POLI: 1 • SPCH: 2	151 • ANTH: 1 • ARTE: 5 • BIOL: 3 • CRJU: 3 • ENGL: 80 • ENVR: 2 • GEOL: 1 • HIST: 3 • ITEC: 4 • MKTG: 2 • MUSC: 4 • PALM: 4

	• UNIV: 11 • Other: 1	• PHIL: 7 • POLI: 13 • PSYC: 3 • SOCY: 10 • UNIV: 3 • Other (non-course-related writing help): 3 • Revise SAP appeal letter • Scholarship letter
Other	**0**	**0**
SEMESTER TOTAL	**440 (avg. 110 tutor hours/week)**	**474 (avg. 87 tutor hours/week)**

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (AUG)	**8**	**2**	**1**	**0**	**11**
# of individual students (SEPT)	**45**	**10**	**14**	**4**	**73**
# of individual students (OCT)	**52**	**18**	**7**	**7**	**84**
# of individual students (NOV)	**25**	**10**	**10**	**6**	**51**
# of individual students (DEC)	**24**	**9**	**6**	**0**	**39**
# of individual students (Fall 2017)	**88**	**27**	**28**	**22**	**165**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Headcount	1745 (as of Nov. 7, 2014)	1722 (as of Oct. 30, 2015)	1845 (as of Oct. 24, 2016)	1910 (as of Oct. 25, 2017)
# Individual ASC Users	139 (7.6%)	156 (9%)	118 (6.4%)	165 (8.6%)

FROM: Tracey Mobley Chavous, Director of Human Resources

MEETING: Faculty Organization Meeting

DATE: February 2, 2018

ATTACHMENTS: 1

INFORMATION ITEMS:

1) 2017 W-2s were delivered by hand or mail on January 26, 29, 30, and 31, 2018 to current and former employees who received compensation from the university during 2017. If you or an employee in your department has not received the W-2 please contact me via email or telephone.

2) The Tax Cuts and Jobs Act was passed by Congress in December 2017. This act made changes to income tax withholdings and moving expense taxability.

   The tax reform changes effective January 1, 2018 include updates to the tax rates and brackets used to determine the amount of Federal Income tax withheld from each paycheck.

   It is possible that some employees may see an increase in take-home pay beginning with the February 15th pay period.

   You may view your upcoming and past paychecks on the Visual Information Processing (VIP) website https://vip.sc.edu/. You may also review and make changes to your tax withholdings by updating your W-4 anytime throughout the year through the VIP website.

   Attached are answers to frequently asked questions about IRS withholding tables.

3) Instructor renewal contracts will be shared with Dr. Collins and Dr. Cox next week for review and approval. Once approved they will be distributed via campus mail.

4) Effective February 1, 2018 all temporary employees including adjunct faculty are required to complete the hire or rehire process by using the PeopleAdmin System. Hire/Rehire documents will no longer be distributed via campus mailbox, instead adjunct faculty members will receive several emails from me and from the PeopleAdmin system to complete their hiring documents. It is important for adjunct faculty to read each email and follow the directions to complete each step of the hiring process.

IRS

IRS Withholding Tables Frequently Asked Questions

Q: Why are these changes being made?

A: The new withholding tables are needed to reflect the changes in tax rates and tax brackets, increased standard deduction and repeal of personal exemptions that were included in the new tax reform law signed in December. The withholding guidance issued today is for employers to make changes to their payroll systems and is designed to work with existing W-4s that employees have on file.

Q: How soon will people see the changes in their paychecks?

A: Employees should begin to see withholding changes in their checks in February. The exact timing depends on when their employer can make the change and how often they are paid. It typically takes payroll providers and employers about a month to update withholding changes on their systems.

Q: Will employees need to take any action to get the new withholding rates?

A: No. Payroll changes required each year are made by employers and their payroll providers, so employees are not required to take any extra steps. However, employees should review their withholding to make sure that it is accurate. IRS will be releasing a new calculator and Form W-4 soon, to help employees ensure withholding is accurate.

Q: What is a withholding table?

A: A withholding table shows payroll service providers and employers how much tax to withhold from employee paychecks, given each employee's wages, marital status, and the number of withholding allowances they claim.

Q: What is a Form W-4?

A: This is an IRS form that employees provide to their employers, to determine the amount of federal income tax to withhold from the employees' paychecks. The form helps employees adjust withholding based on their personal circumstances,

such as whether they have children or a spouse who is also working. The IRS always recommends employees check their withholding any time their personal or financial information changes.

Q: Will people need to fill out a new W-4 form right now?

A: No, the new withholding tables are designed to minimize taxpayer burden as much as possible and will work with the Forms W-4 that workers have already filed with their employers to claim withholding allowances. The IRS is working on revising the Form W-4 to more fully reflect the new law and provide taxpayers information to determine whether they need to adjust their withholding.

Q: Is the IRS working on a new Form W-4 to reflect the new tax law?

A: Yes. The IRS continues to work on more detailed withholding information, which will be available soon in Publication 15 and related publications. In addition, the IRS is working on revising the Form W-4 to more fully reflect the new law and providing taxpayers information to determine whether they need to adjust their withholding. The IRS is also revising the withholding tax calculator on IRS.gov to help employees who wish to update their withholding in response to the new law or other changes in their personal circumstances in 2018. The IRS anticipates this calculator should be available by the end of February.

Q: Should people check their withholding after the new 2018 Form W-4 and the withholding calculator are available?

A: Yes. It's always a good idea for people to check their withholding status. The IRS encourages all taxpayers to check their withholding when the new information is available in February. The IRS will help educate taxpayers about the new withholding guidelines and the calculator. The effort will be designed to help workers ensure that they are not having too much or too little tax taken out of their pay.

Q: Are some taxpayers at risk of being under-withheld on their taxes with the changes to the withholding tables?

A: Some people have more complicated tax situations and face the possibility of being under-withheld. For example, people who itemize their deductions, couples with multiple jobs or individuals with more than one job a year will be encouraged to review their tax situations. The IRS will be encouraging people – particularly those with more than one income in their household—to check their withholding. The IRS is updating the 2018 Form W-4 and the IRS.gov withholding calculator to help with this process.

Q: Are many people under-withheld on their taxes?

A: Most people are over-withheld on their taxes, meaning that more taxes are held out of their paychecks than what they owe.

Q: Will the IRS be making further changes to Form W-4 in 2019?

A: In 2019, the IRS anticipates making further changes involving withholding. The IRS will work with the business and payroll community to encourage workers to file new Forms W-4 next year and share information on changes in the new tax law that impact withholding.

Page Last Reviewed or Updated: 11-Jan-2018

Medford Library

FACULTY MEETING REPORT
FEBRUARY 2, 2018

SERVICE STATISTICS AND PROGRAMS (DECEMBER AND JANUARY)

- **5,231** unique visits
- Processed **27** Interlibrary borrowing requests
- Processed **28** Interlibrary loan lending requests
- Fulfilled **45** PASCAL Delivers borrowing requests
- Fulfilled **41** PASCAL Delivers lending requests
- **1,820** LibGuide views
- **113** Community computer uses
- **87** Group Study Room Reservations
- **7** Conference Room reservation
- Answered **52** reference questions
- Presented "Memoirs @Medford: Books with Perspective" (Exhibit Series, January 8 – 31)

CIRCULATON STATISTICS (DECEMBER AND JANUARY)

- **283** General collection items circulated
- **25** New Books circulated
- **18 Juvenile items circulated**
- **16** reserve items circulated
- **6** AV items circulated

COLLECTION DEVELOPMENT ACTIVITIES (DECEMBER AND JANUARY)

- **87** New Books processed

UPCOMING or ONGOING PROGRAMS & SERVICES

- **February 1- 28:** Black History Month Medford Exhibit Series, "Memoirs @Medford: African-Americans in Times of War"
- **February 28:** Faculty Colloquium – Dr. Li Cai, "Surface Labeling of Enveloped Virus" (12:15 -12:45, Library Conference Room)
- **Pop Up Tea Shop** is open through Mid-March 2018

VISIT… MEDFORD LIBRARY'S TUMBLR PAGE http://usclmedford.tumblr.com/

- Book Mark(it)
- Browse forthcoming titles and request them for purchase

PUBLISHED OVER THE HOLIDAY BREAK? LET US KNOW SO WE CAN BUY YOUR BOOK:

- Contact Rebecca Freeman x67062; rfreeman@mailbox.sc.edu

PRESENTED THIS SEMESTER/PRESENTATION UPCOMING? SUBMIT IT TO LANCER SCHOLAR SQUARE:

- Contact Kaetrena Davis Kendrick, x67061; kaetrena@mailbox.sc.edu

HELPFUL LINKS:

- Is the Computer Lab available: http://usclancaster.sc.edu/asc/calendar.htm
- Request Library Instruction: http://bit.ly/1MePeQO
- Faculty research support (Book A Librarian): http://bit.ly/1iAfckX
- **Document the impact of your scholarly activities**: http://bit.ly/20Gu02g
- **Check out tools for teaching and learning support:** http://bit.ly/1nMHxrm
- Reserve the conference room : http://bit.ly/1NsfhEr
- Reserve materials for your courses: http://bit.ly/1iAfckX
- Request books and media for purchase: http://bit.ly/1iAfckX

USC Lancaster Faculty Meeting
Campus Technology Report- Fall 2017 accomplishments and Spring and Summer initiatives
February 2, 2018 - Amended

Highlights

- ➢ **Microsoft Office 2016/365 and OneDrive:** University Technology Services will be proceeding this Spring with the migration of faculty and staff e-mail boxes from Microsoft Exchange to cloud based Microsoft Office 365. Specific dates for the migration of Lancaster Campus faculty and staff have yet to be provided, but those will be announced via e-mail when received. Microsoft Office 2016 with Outlook 2016 is recommended to access the Office 365 based e-mail system as well as OneDrive. IT staff is working on getting Office 2016 installed for faculty and staff. The software can also be self-installed by logging in to http://portal.office.com and clicking the "Install Office 2016" link. The previous version of Office will need to be uninstalled from the computer control panel. Office 2013 can be used to access cloud based e-mail but requires a computer registry "fix" to work. IT staff be working with faculty and staff to prepare for the transition. If a user has a faculty/staff e-mail and a student e-mail, the user is classified as a "special case" and will be migrated first. University Technology Services has already notified faculty and staff classified as special cases for Lancaster Campus will begin transitioning on February. I will follow up with those faculty and staff and address any questions or concerns they may have.
- ➢ **Campus Telephone System:** The current campus telephone and voicemail system has reached end-of-life and part support status. The process has started to replace the campus telephone/voice-mail system with another Avaya telephone solution. The solution will be a major upgrade and add features currently unavailable on the existing call manager. All Cortelco, Avaya 6218, Avaya 6408d sets will be replaced as part of the upgrade. A summary of features will be shared with faculty and staff in March or April.
- ➢ **Information Security Initiative-Patch, identity management and disk encryption**: The IBM Bigfix, Spirion, and Fireeye target completion date was December 1, 2017. Lancaster Campus has achieved a high level of compliance, but there are some discrepancies between what we have installed and what is reporting in the Spirion system console. IT Staff will be revisiting some areas to verify the software installed properly. The next phase will focus on disk encryption and handling of removable data storage (flash drives).
- ➢ **Classroom projection system updates**: All of the fully analog AV equipment in Bradley, Hubbard and Medford Library will need to be upgraded to digital capability to be compatible with Display port, HDMI and USB-C devices. These upgrades will begin in the Summer 2018**. It was reported that many classrooms in Founders Hall has several rooms with projectors that blackout temporarily while displaying content from the classroom media PC. IT Staff is actively working to isolate and correct this issue.**

Blake Faulkenberry
Director of Computer Services and Information Technology

REPORT: COMMITTEE ON INSTRUCTIONAL DEVELOPMENT
(For consideration by the Faculty Senate at its December 6, 2017 meeting.)

The following existing courses are requesting approval to be offered via Distributed Education Delivery:

1. COLLEGE OF HOSPITALITY, RETAIL, & SPORT MANAGEMENT

A. Department of Hotel, Restaurant and Tourism Management
HRTM 344   Personnel Organization and Supervision. (3)

REPORT: Added to Full Faculty Senate Agenda
(Proposals under consideration as of 11/27/2017)

Total proposals: 94

1. 42 - Arts and Sciences
2. 14 - Business
3. 15 - Engineering & Computing
4. 6 - Hospitality, Retail, & Sport Management
5. 8 - Information & Communications
6. 1 - Pharmacy
7. 2 - Undergraduate Studies
8. 6 - University Owned International

Full proposal details can be found on the Academic Program Proposal System (APPS) available at
http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/proposals/index.php.

1) Arts and Sciences (42 Proposals)

Course	Title	College	Proposal Type	Change Description
ANTH-Major / Degree Program	BA with Distinction	Arts and Sciences	Change Program	**Justification:** This was evidently a typo that was not previously corrected.
ANTH-Major / Degree Program	BA in Anthropology	Arts and Sciences	Change Program	**Justification:** To make it clear to the students that the 12 additional Anth credits must be above the 100-level and that there must be at least one Integrative course chosen.
ANTH-Minor	Minor in Anthropology	Arts and Sciences	Change Program	**Justification:** To allow the students the same option to take either Anth 101 or Anth 161 in the Minor as they have right now in the Major, so that there is consistency between the two.
ANTH-320	Archaeology Theory	Arts and Sciences	New Course (CCORE)	**Description:** This course charts the history of ideas in archaeology, over the past century, as a means of understanding current directions in archaeological thinking and current applications in archaeological practice.
	Cross-Listing: No Cross-listings have been entered			

	Pre/Co-Requisites: **Current:** Prerequisites: ANTH 319 **Proposed:** No change in Pre/Coreqs.			**Justification:** This course provides students with an opportunity to develop depth of understanding of theory and how to appropriately apply it. It allows students in fact to integrate their knowledge of this subfield and for this reason the Department is modifying its status to count toward the Carolina Core Integrative requirement for Anthropology majors.
ANTH-366	Med. Disease Slavery	Arts and Sciences	New Course (CCORE)	**Description:** An interdisciplinary study of the health of enslaved African Americans during the nineteenth century by focusing on the conceptions, experiences, and dynamics of the relationship between slaves, medicine, healing, and their masters in the Antebellum American South. Cross-listed with AFAM 366
	Cross-Listing: **Cross-listed course 1** Designator: AFAM Course Number: 366 **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered **Proposed:** No change in Pre/Coreqs.			**Justification:** Dr. de la Cova developed this course originally for African American Studies. It employs both ethnohistorical materials and the anthropological biocultural model for analyzing cultural and environmental factors that shaped disease and illness amongst ensalved African Americans in the US. This course was originally cross-listed with anthropology as a special topics course. We now seek that it be made a permanent offering and one that counts toward the Carolina Core Integrative requirement for Anthropology majors given that it enables students to apply a method with regional and historical case study.
ANTH-371	Ethnography of Communication	Arts and Sciences	New Course (CCORE)	**Description:** Ethnographic analysis of communication in human groups and institutions.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered **Proposed:** No change in Pre/Coreqs.			**Justification:** This course is being designated as a Carolina Core Integrative course for anthropology majors as it enables students to combine theory and methods in lingustic anthropology to produce an original research paper. The Department needs to expand its offerings in each subfield of our discipline and this one will best complement the existing course ANTH 355.
ARTH-503	Internship in Art History	Arts and Sciences	Change Course	**Description:** Supervised experience in the field of art history, including museums, galleries, art dealers and auction houses. Requires a university internship contract and is subject to approval by advisor. Note: Grading System: Standard and Not Auditable Special permission: By instructor
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered **Proposed:** No change in			**Justification:** A one credit option is needed in order for students to be able to participate in a student docent program at the Columbia Museum

	Pre/Coreqs.			of Art. Under the plan proposed here, students will be able to enroll in a 1 credit internship up to 9 times and still have the ability to take a regular 3 credit internship. Number of maximum credit hours has not changed.
ASEC-Major / Degree Program	Economics, B.A.	Arts and Sciences	Change Program	**Justification:** The requirement for students to take ECON 511 is being removed, and another upper-level ECON elective will be taken in its place. In the past, ECON 511 has been the required INT course for the Economics major; however, we are proposing that ECON 436 count as the INT requirement (see additional course change proposal for ECON 436). ECON 511 is being removed as a requirment since ECON 436 serve better as the INT class. This change will allow students to take more ECON electives. The department is concerned that requiring four out of eight upper-division courses does not allow students sufficient freedom in pursuing particular interest in economics. Additional courses were added to the excluded electives as they are not appropriate for Economcis majors. This matches what is allowed in the Economics, B.S.B.A. degree.
ASEC-Major / Degree Program	Economics, B.S.	Arts and Sciences	Change Program	**Justification:** The requirement for students to take ECON 511 is being removed, and another upper-level ECON elective will be taken in its place. In the past, ECON 511 has been the required INT course for the Economics major; however, we are proposing that ECON 436 count as the INT requirement (see additional course change proposal for ECON 436). ECON 511 is being removed as a requirment since ECON 436 serve better as the INT class. This change will allow students to take more ECON electives. The department is concerned that requiring four out of eight upper-division courses does not allow students sufficient freedom in pursuing particular interest in economics. Additional courses were added to the excluded electives as they are not appropriate for Economcis majors. This matches what is allowed in the Economics, B.S.B.A. degree.
ASEC-Major / Degree Program	Economics, B.S.	Arts and Sciences	Change Program	**Justification:** The Economics, B.S. degree requires MATH 141, MATH 142, STAT 201 (or higher) and CSCE 102 (or higher) for completion of the degree. The ARP listing in the bulletin listed the general Arts and Sciences requirements. This change serves to clarify the bulletin language so that students are aware of the specific requirements of the Economics, B.S. major.
ASEC-Major / Degree	Economics, B.S.	Arts and Sciences	Change Program	**Justification:**

Program				Description / Justification
[Program]				The current language is confusing as it makes it seem that the Economics, B.S. degree requires 128 hours. The updated language clarifies that 120 hours are required for the degree. This is not a change in the number of required hours for the degree. It is currently and will continue to be 120 hours. This is to correct an inadvertent error in the way it is currently listed in the bulletin. The note section is being removed as it seems unnecessary once the hours are corrected in the heading.
[BIOL-541L]	Biochemistry Laboratory	Arts and Sciences	Change Course	**Description:** Cross-listed Course: CHEM 550L Prerequisite or corequisite: BIOL 541 or CHEM 550 or BIOL 545 or CHEM 555 Note: Three laboratory hours per week. FS: 12/03/2014 **Justification:** Adding a minimum grade for the prerequisite prevents a student from registering for BIOL 541LL after earning a "D" in the prerequisite. Successful completion of the prerequisite is necessary to ensure success in BIOL 541L. BIOL 545 is a course required by the biochemistry and molecular biology major. It is similar to but more in depth than BIOL 541. Both courses are adequate prerequisites for BIOL 541L.

For BIOL-541L row, additional content:

Cross-Listing:

Cross-listed course 1

Designator: CHEM
Course Number: 550L

Pre/Co-Requisites:

Current: Prerequisite or corequisite: CHEM 550 OR BIOL 541 OR CHEM 555

Proposed: Prerequisite or Corequisite: grade of "C" or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.

| [CHEM-Major / Degree Program] | B.S. in Chemistry with ACS certification | Arts and Sciences | Change Program | **Justification:**

Requirements for American Chemical Society certified degree have changed. (see exerpt below). In order to meet the laboratory experience requirements a student can either take CHEM 550L (biochemistry laboratory) or engage in undergraduate research in biochemistry or inorganic chemistry. This adds 1 credit hour to the total but can be circumvented by the already required undergraduate research requirement.

5.6 Laboratory Experience. The certified graduate must have 400 hours of laboratory experience beyond the introductory chemistry laboratory. Laboratory course work must cover at least four of the five traditional chemistry subdisciplines and may be distributed between the foundation and in-depth levels. Laboratory course work is an ideal place in the curriculum to develop the student skills described in Section 7. The laboratory experience must include synthesis of molecules, measurement of chemical properties, determination of structures, hands-on experience with modern instrumentation such as that listed in Section 4.2, data analysis, and computational modeling. Laboratory experiences should be designed to teach students to understand the operation and theory of modern instruments and use them to solve chemical problems. In a computational |

				chemistry laboratory experience, the students would be expected to use the same principles of experiment design, execution, and data analysis characteristic of hands-on laboratory experiences. In contrast, virtual laboratory experiences that replace activities that are traditionally performed hands-on cannot be used as part of the 400 laboratory hours.
CHEM-Major / Degree Program	Biochemistry and Molecular Biology, BS	Arts and Sciences	Change Program	**Justification:** The Biochemistry and Molecular Biology Major currently requires completion of 128 hours. The previously required research component was changed to optional in the 2017-2018 bulletin and allowed to count as an upper level elective in the major. The seminar component that accompanied the research requirement is no longer necessary. The only change to the program requirements is to remove the CHEM 360 = BIOL 360 requirement. This brings the total hours to 127. The other changes are cosmetic changes to the bulletin (placing college requirements and department prerequisites together, suggesting courses that will fulfil carolina core requirements, etc.)
CHEM-550L	Biochemistry Lab	Arts and Sciences	Change Course	**Description:** Prerequisite or corequisite: CHEM 550 OR BIOL 541 OR CHEM 555 Cross-listed Course: BIOL 541L Note: Three laboratory hours per week. FS: 12/03/2014
	Cross-Listing: **Cross-listed course 1** Designator: BIOL Course Number: 541L			**Justification:** Adding a minimum grade for the prerequisite prevents a student from registering for CHEM 550L after earning a "D" in the prerequisite. Successful completion of the prerequisite is necessary to ensure success in CHEM 550L.
	Pre/Co-Requisites: **Current:** Prerequisite or corequisite: CHEM 550 OR BIOL 541 OR CHEM 555 **Proposed:** prerequisite or Corequisite: grade of "C" or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.			CHEM 555 (BIOL 545) is a course required by the biochemistry and molecular biology major. It is similar to but more in depth than CHEM 550 (BIOL 541). Both courses are adequate prerequisites for CHEM 550L (BIOL 541L).
CHEM-643	Computational Chemistry	Arts and Sciences	New Course	**Description:** This course is designed to familiarize students with theory and use of modern electronic structure codes, as well as to develop critical thinking and problem-solving skills and to improve computer literacy.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** prerequisite of a grade of C or higher in CHEM 541 or CHEM 542			**Justification:** The physical chemistry division of the department of Chemsitry

				and Biochemistry wants to teach an upper-level undergraduate course "Computational Chemistry", numbered as Chem 643 to enable non-physical chemistry students to use the departments computer cluster for their research. For the last 4 years the course has been labelled a special topics course and combined with Chem 743 "Quantum Chemistry". Teaching them at the same time was always intended as a temporary fix. After teaching this for the past four years at an enrolled capacity of 30+ students it is time to break away and teach the course as it was intended. This will provide our chemistry majors with another elective for their degrees.
CRIM-Major / Degree Program	BA in Criminology and Criminal Justice	Arts and Sciences	Change Program	**Justification:** In order to achieve consistency between the newly proposed curriculum map and the degree requirements as published in the 2017-2018 Un dergraduate Studies Bulletin, the Department of Criminology and Criminal Justice is proposing a change to the GSS requirement for CRJU majors. This request is merely to harmonize the two documents and it does not seek to change any other requirements for the major or degree.
CRJU-440	Homeland Security & Terrorism	Arts and Sciences	New Course	**Description:** The nature of terrorism; its history; its methodology; and its application to criminological theory.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered **Proposed:** No change in Pre/Coreqs.			**Justification:** The Special Topics course CRJU 491- Homeland security and Terrorism has been offered several times over the past five years. As is customary with Special Topics courses that have been taught a minimum of three times, we would like to give this class permanent course status. Giving this course permanent status will also obviate the need to seek permission each year from the College and Graduate School to teach this course. The Department of Criminology and Criminal Justice **is not** asking that CRJU 591- Selected Topics in Criminal Justice be permanently deleted. We are only requesting that specific topical courses such as Homeland Security and Terrorism be given a permanent course number which will be reflected among our regular course offerings.
ECON-436	Introductory Econometrics	Arts and Sciences	Change Course (CCORE)	**Description:** The use of statistical techniques to analyze economic relationships. The emphasis is on the application of linear regression to real-world economic data. (Prereq: ECON 224, or ECON 221 and 222; MGSC 291 or STAT 201; and MATH 122 or 141) FS: 09/11/2013
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered			**Justification:**

	Proposed: No change in Pre/Coreqs.			ECON 436 satisfies the Analytical Reasoning and Problem Solving (ARP) outcome of the Carolina Core. The course involves using statistical models to analyze economic relationships. As such, it incorporates economic theory concept along with real-world applications, which helps to integrate both sides of the economic approach.
ENVR-352	Energy, Society Sustainability	Arts and Sciences	New Course	**Description:** The role of energy in shaping society and geographic settings, as well as how energy production and consumption are shaped by the societal values and norms in which it is extracted, produced, and consumed. **Justification:** This course has been offered as an ENVR 490 Special Topics in Environment and Sustainability class for several years. It has been very successful and we will offer it annually; therefore, it should be listed as a regular course.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: No Pre/Co-requisites entered
	
	  Proposed: No change in Pre/Coreqs.			

FAMS-Major / Degree Program	BA in Film and Media Studies	Arts and Sciences	Change Program	**Justification:** Film and Media studies seeks changes to the major consistent with current student needs, staffing, and trends in our discipline as well as with University and College initiatives. We have revised our required theory course (formerly Film and Media Theory and Criticism) to function as a foundations course (Media, Power, and Everyday Life) that will provide the entry-level experience our students need. We have also added a required course on Global Media Industries, to broaden our students' geographical scope, encourage study abroad, and reflect the growth of the relatively new subfield of media industries studies. In addition, Film and Media Studies seeks more clearly to specify an intermediate tier of major courses and to bring the overall organization of the major in line with University-wide degree mapping. In this intermediate tier, we seek to clarify distribution requirements that had become muddled over time as we added faculty and as our discipline's focus shifted. Finally, we seek to clean-up dormant elective options. Several of these involve relationships with other units that have changed due to curricular changes in those units or to the departure of the faculty members who were teaching the courses. At the same time, we are developing a new relationship with Global Studies through the Global Media Industries course.
FAMS-555	Documentary	Arts and	Change	**Description:**

	Film Media Stds	Sciences	Course

Cross-Listing:
 Cross-listed course 1

Designator:	MART
Course Number:	595

Pre/Co-Requisites:
 Current: Pre- or co-requisite, FAMS 240 or FAMS 300, with a minimum grade of "C."

 Proposed: No change in Pre/Coreqs.

Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. Prereq: FAMS 240 or consent of instructor Cross-listed with ENGL 566, MART 593 FS: 012/2/2015

Justification:

As part of a curriculum revision, Film and Media Studies proposes to recreate several courses it has regularly offered as 500 level courses at the more appropriate 300 level. This course, formerly offered as FAMS 555: Documentary Film and Media Studies, has been reworked to in accordance with this scheme. It assumes some familiarlity with Film and Media Studies approaches to provide a solid grounding in the study of Documentary.

GEOG-285	Drones for Airborne Data	Arts and Sciences	New Course

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:
 Current: No Pre/Co-requisites entered

 Proposed: No change in Pre/Coreqs.

Description:

This course is an introduction to the use of small unmanned aerial systems (UAS) in collecting/processing imagery for mapping/information analysis. Course content includes UAS characteristics, small camera considerations, project planning and processing, and legal requirements in the United States and selected European countries.

Justification:

The practical and research use of airborne imagery from aircraft has been present since the first World War. Such imagery are historic documents of the landscape at a moment in time with a multitude of applications. Courses in aerial photographic interpretation, remote sensing (which considers energy beyond the simple visible spectrum), and image processing are common in geography departments across the world. A recent paradigm shift in the collection of imagery using affordable, reliable, stable, and with moderate quality digital cameras (non-metric) on small unmanned aerial aircraft has occurred in the remote sensing community. These systems are termed small unmanned aerial *systems* (UAS or sUAS). The concepts involved in such 'personal' unmanned aerial systems are somewhat different than other larger and manned aircraft. Pilot licenses are not required (although pilot certificates may be required depending on the purpose for the flight and flight location/time.). Flying altitudes are very low and below the legal range of manned aircraft in the U.S. The geographic extents are very small. Automatic route flying removes the level-of-effort for the 'pilot in command'. Integrated global navigation satellite systems (GNSS) both enable pre-determined image collection and restrict the UAS from restricted airspace. This course focuses on the application of these integrated technologies available in a sUAS for planning for, collecting, post-processing, and interpretation of the airborne imagery from these systems. The issues and concepts in using an airborne drone for image collection involves multiple dimensions of geography – legal, social, physical, and mapping sciences. Thus, this course becomes an ideal segway into other

geography courses, particularly the GIScience courses.

This 200-level course will feed into the suite of existing 300-level GIScience courses (covering aerial photo interpretation, geographic information systems, and cartography) in our Department of Geography. There is no other course on the USC campus system to educate students on the issues (technology, legal, and applications) associated with a UAS for image collection. Other air photo or remote sensing courses provide almost no content on planning for image collection from an airborne platform. This course would provide an introduction to the UAS paradigm and concepts.

GEOG-510	Special Topics in Geography	Arts and Sciences	Change Course	**Description:** Spatial analysis of selected geographical phenomena. **Justification:** We are renaming the GEOG 510 course to bring the title into alignment with the other Special Topics within the College and University.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: No Pre/Co-requisites entered
	
	  Proposed: No change in Pre/Coreqs.			

GEOL-531	Plate Tectonics	Arts and Sciences	Change Course	**Description:** Geological and geophysical evidence for plate tectonics, detailed development of the plate tectonics model, and present areas of research, including measurements of plate motion using satellite geodesy. **Justification:** Students who had only taken GEOL 101, 103 or 201 were not adequately prepared to take this upper level geology course. Students need a stronger foundation in basic geology courses before they can fully grasp and understand the topics presented in this class.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: Prerequisites: GEOL 101 or 103 or 201 Note: Three lecture-discussion hours per week.
	
	  Proposed: Prerequisites: Must have passed two GEOL courses numbered 300 or above, or consent of instructor.			

GERM-316	Adv German for Bus & Prof I	Arts and Sciences	Change Course	**Description:** Development of advanced language and cultural skills necessary for functioning in the professional world of German-speaking countries. **Justification:** GERM 216 is to be removed from the curriculum (see other proposal). GERM 210 and 211 are now prerequisites for this class.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: Prerequisites: GERM 216 or consent of instructor
	
	  Proposed: Prerequisites: GERM 210 and 211 with a C or higher			

GERM-411	Adv Lang	Arts and	Change	**Description:**

	Practice in Germ	Sciences	Course	**Advanced practice in correct spoken idiomatic German with special focus on issues of the 20th century and contemporary culture.**

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:

Current: Prerequisites: GERM 310 and 311, or consent of instructor

Proposed: No change in Pre/Coreqs.

Justification:

The proposed course title more accurately reflects the course content and makes the relationship to GERM 410: Advanced German Grammar much clearer.

MART-595 — Documentary Film & Media Studs — Arts and Sciences — Terminate Course

Description:

History, theory, and practices of documentary film and media. Prereq: MART 110, FILM 240 or consent of instructor Cross-listed with FILM 555 FS: 9/10/2014

Cross-Listing:

Cross-listed course 1

Designator:	FAMS
Course Number:	555

Justification:

MART 595 was cross listed with a FAMS course that will no longer exist and was taught through FAMS. Since we can't offer the course any more, we're removing it from the bulletin to eliminate clutter.

Pre/Co-Requisites:

Current: No Pre/Co-requisites entered

Proposed: No change in Pre/Coreqs.

MSCI-Concentration — Physical Oceanography — Arts and Sciences — Change Program

Justification:

We were informed by the office publishing Major Maps that PHYS 212 and 212L could not be used as a program requirement as well as for major credit. Therefore, while PHYS 202/L or 212/L are still required for the degree as a program requirement, we have removed PHYS 212/L as a class that can be used for Major Credit in the Phyical Oceanography Area of Emphasis or Concentration and replaced it with MATH 242, which is a class that has always been highly recommended for the students in this concentration of Marine Science.

PHIL-362 — Philosophy of Research Design — Arts and Sciences — New Course

Description:

A philosophical investigation of research methods used in science and medicine from systematic reviewing and randomized controlled trials to theories of sampling and causal inference.

Cross-Listing: No Cross-listings have been entered

Justification:

CAS is updating the Medical Humanities Minor. One identified weakness is the number of humanities courses that are offered regularly. This course has been devleoped to help with this problem. Additionally, the content of this course was created with the new MCAT in mind. Students are now required to

Pre/Co-Requisites:

Current: No Pre/Co-requisites entered

Proposed: No change in Pre/Coreqs.

				answer questions about study design and this course will provide some information that will help them answer these questions.
[SOCY-Major / Degree Program](#)	BA in Sociology	Arts and Sciences	Change Program	**Justification:** Our current Carolina Core Integrative course is SOCY 303. We propose to replace it with the Integrative course SOCY 561 (Integrative Research Experience). The proposal for SOCY 561 is concurrently submitted. We will still require SOCY 303, and reduce the number of elective courses at the 300-level or above to 4 (previously 5). SOCY 302 will continue to be required. We will now require the new SOCY 561, along with two elective SOCY courses at the 500-level. These changes will not affect the 27 credit hours required for the major. We expect that these changes will better achieve the overall objectives of the integrative core course. Our experience now after several years of offering the integrative course at the 300-level is that students need more SOCY courses in order to do well in the integrative core course. By offering it at the 500-level, students will take it later in their undergraduate careers. This should accomplish our goals.
[SOCY-Major / Degree Program](#)	BS in Sociology	Arts and Sciences	Change Program	**Justification:** Our current Carolina Core Integrative course is SOCY 303. We propose to replace it with the Integrative course SOCY 561 (Integrative Research Experience). The proposal for SOCY 561 is concurrently submitted. We will still require SOCY 303, and reduce the number of elective courses at the 300-level or above to 4 (previously 5). SOCY 302 will continue to be required. We will now require the new SOCY 561, along with two elective SOCY courses at the 500-level. These changes will not affect the 27 credit hours required for the major. We expect that these changes will better achieve the overall objectives of the integrative core course. Our experience now after several years of offering the integrative course at the 300-level is that students need more SOCY courses in order to do well in the integrative core course. By offering it at the 500-level, students will take it later in their undergraduate careers. This should accomplish our goals.
[SOCY-Major](#)	BA in Sociology	Arts and	Change	

/ Degree Program		Sciences	Program	**Justification:** The approval of SOCY 101 as a Carolina Core Foundation course meant that it was necessary to reposition it in the General Education and Sociology major requirements. The University Advising Center recommended these changes to improve clarity and transparency in the Bulletin.
SOCY-Major / Degree Program	BS in Sociology	Arts and Sciences	Change Program	**Justification:** The approval of SOCY 101 as a Carolina Core Foundation course meant that it was necessary to reposition it in the General Education and Sociology major requirements. The University Advising Center recommended these changes to improve clarity and transparency in the Bulletin.
SOCY-301	Sociology of Sex Roles	Arts and Sciences	Change Course (CCORE)	**Description:** Theories, methods, and substantive issues in a sociological approach to sex roles. Topics usually include sex role expectations and socialization in contemporary societies, sub-cultural and social class variations, and structural and institutional factors. Cross-listed Course: WGST 300

For the SOCY-301 row:

Cross-Listing:

Cross-listed course 1

Designator:	WGST
Course Number:	300

Pre/Co-Requisites:

Current: Pre-requisite: SOCY 101

Proposed: No change in Pre/Coreqs.

Justification:

SOCY 301 / WGST 300 contributes to global citizenship and multicultural understanding in the social sciences through its focus on using the principles of the social science to explore diverse cultural identities (such as those involving race, class, gender, sexuality, age, disability, nationality, etc.) and to analyze political and environmental issues. This course addresses the GSS learning outcome through its exploration of how sex and gender intersect with other key cultural identities to affect experiences across the contexts of family, the workplace, education, politics, the media, intimacy, and violence. In this course, students use principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues. Students are introduced to biological, anthropological, psychological, and sociological perspectives on sex and gender to help them analyze and evaluate differences and similarities across these perspectives. Using these social scientific theoretical frameworks, students engage in classroom and written dialogues and discussion, define and evaluate key course concepts on multiple-choice quizzes and/or examinations, and interpret, analyze, and evaluate problems and issues connected to cultural identities and political and environmental issues through written responses on assignment worksheets.

SOCY 301 has been approved for online delivery, but its cross-listed course (WGST 300) has not yet been approved for online delivery. Online delivery for this course is critical to ensure that it is available to as broad of a cross-section of students as possible--not only in sociology but in women's and gender studies as well. Extending this course to online delivery will

allow students who are unable to attend courses in person at USC the option of completing this popular course. The course has been developed for online instruction under the mentorship and guidance of CTE staff through a grant program to expand the number of DLL and Carolina Core course offerings.

NOTE THAT SOCY 301 AND WGST 300 WERE RECENTLY APPROVED FOR A COURSE NAME AND DESCRIPTION CHANGE, WHICH WILL BECOME EFFECTIVE IN THE FALL 2017 BULLETIN. THE NEW COURSE NAME IS (AND SHOULD REMAIN FOLLOWING THESE PROPOSED CHANGES) "SEX AND GENDER" AND THE NEW COURSE DESCRIPTION IS (AND SHOULD REMAIN FOLLOWING THESE PROPOSED CHANGES) :

Offers a sociological lens to develop critical ways of thinking about sex and gender as social processes in everyday lives. This course considers how sex and gender shape and affect the experiences of women, men, girls, boys, and individuals who live in the spaces in-between (those who are intersex or transgender) across a wide range of social institutions (family, work, education, politics, etc.). Cross-listed Course: WGST 300. Prerequisites: SOCY 101
3.000 Credit hours

SOCY-303	Sociological Research Methods	Arts and Sciences	Change Course (CCORE)	**Description:** Qualitative and quantitative methods of sociologic research.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** Prerequisites: SOCY 302 FS: 06/12/2013 **Proposed:** No change in Pre/Coreqs.			**Justification:** SOCY 561 will replace SOCY 303 as the Sociology Department's Integrative Core course required of majors. After offering SOCY 303 for several years it is clear that (1) majors need to have taken a larger number of topical courses in Sociology in order to excel in an integrative research course, and (2) it is unrealistic to teach research methods for the first time and also expect students to be able to use them to conduct original research in the same semester. SOCY 303 will not change and will still be required of all majors.
SOCY-368	Society Through the Lens	Arts and Sciences	Change Course	**Description:** Views of society and social phenomena presented in popular films and TV shows of the recent past.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** Prerequisites: SOCY 101 **Proposed:** No change in Pre/Coreqs.			**Justification:** This course originally foucsed exclusively on films. As visual media has expanded technologically, especially with a considerable amount of media available both online and via streaming services, the presentation of the course has changed accordingly to include these additional examples.

SOCY-561	Adv Sociological Resrch Methds	Arts and Sciences	Change Course (CCORE)

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:
  Current: Prerequisites: SOCY 101, SOCY 220 and SOCY 303, or consent of instructor.

  Proposed: No change in Pre/Coreqs.

Description:

Methodological approaches to sociological inquiry.

Justification:

The Carolina Core Learning Outcomes met by this course are:

(1) requirements listed by "foundational" courses, and a focus on the application of social science methodologies to draw conclusions within the discipline of Sociology. (Note: the foundational requirements include defining problems appropriate to Sociology, which will be met by students defining a research problem centered on Sociological topics such as social inequality, sociology of the family, sociology of education); identifying theories, concepts and methodological approaches used by Sociologists, which will be a central section of the proposed course; and this further includes the key theoretical concepts, and methodological approaches used to study the topic.

(2) ciritical thinking about the comparisons of social differences and diversity of human experiences. Any Sociology research implicitly invokes comparison of populations and diversity of the human experience.

The above two outcomes will be met by all students in this course. Hence, the requirement of meeting Student Achievements (1) and (2) will be met by all students.

(3) Depending on the research projects proposed by the students, they may meet achievement #3 of the Integrative Core, is the students make regional/geographical comparisons.

This proposed course change replaces SOCY 303 (Sociological Research Methods) as the Integrative Carolina Core course for the Sociology major (both the BA and BS). After offering SOCY 303 for several years it is clear that (1) majors need to have taken a larger number of topical courses in Sociology in order to excel in an integrative research course, and (2) it is unrealistic to teach research methods for the first time and also expect students to be able to use them to conduct original research in the same semester.

SOST-302	Intro to SOST: The 20th Cent.	Arts and Sciences	Change Course (CCORE)

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:
  Current: No Pre/Co-requisites

Description:

Examination of the major social and cultural developments of the South in the twentieth century.

Justification:

Southern Studies 302, as it has been taught for many years, meets the requirements for the Global Citizenship and Multicultural Understanding rubric. Consequently, we are hopeful to earn the

	entered **Proposed:** No change in Pre/Coreqs.			official sanction of the Carolina Core system.
[STAT-Major / Degree Program](#)	B.S. in Statistics	Arts and Sciences	Change Program	**Justification:** This is a simple wording change in the ARP section of the Carolina Core requirements. It does not change any substance of the program. It was suggested by Jenn Tilford of the Provost's office that the existing wording could confuse students and might make them think they needed to take certain extra ARP courses. The proposed wording makes it clear that statistics major will satisfy the ARP requirements through their ordinary progression through the courses that are required for the major.
[STAT-Major / Degree Program](#)	B.S. in Statistics	Arts and Sciences	Change Program	**Justification:** This is a very simple edit to the existing bulletin description of the Statistics major with emphasis in Actuarial Science. The current description lists 45 hours for the major requirements for the major with emphasis in Actuarial Science. However, the required minor in Risk Management and Insurance accounts for 18 of these 45 hours, and these minor hours should not be included in the "major requirements" hours. The proposed change corrects the number of "major requirements" hours to 27 for the Statistics major with emphasis in Actuarial Science.
[STAT-513](#)	Theory Statistical Inference	Arts and Sciences	Change Course	**Description:** Hypothesis testing, Neyman-Pearson lemma, likelihood ration tests, power, theory of linear models including multiple linear regression and ANOVA, Bayesian inferences, advanced topics including survival analysis. **Justification:** We propose to change STAT 513 by adding the Chi-square goodness-of-fit test and Chi-square inference for contingency tables which provide students powerful tools to examine how well a statistical model fits a set of observations and to investigate whether or not a relationship truly exists between two different variables, respectively. In addition, with the coverage of inference for contingency tables, STAT 513 can qualify as a Validation by Educational Experience (VEE) course as prescribed by the Society of Actuaries. After adding these new materials, STAT 513 will cover advanced topics including survival analysis only if time permits.

For the STAT-513 row, the second cell also contains:

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:
  Current: Prerequisites: STAT 512 with a grade of C or higher

  Proposed: No change in Pre/Coreqs.

2) Business (14 Proposals)

Course	Title	College	Proposal Type	Change Description
ECON-Concentration	Optional Business Analytics Concentration	Business	Change Program	**Justification:** MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.
ECON-Major / Degree Program	Business Economics, B.S.B.A.	Business	Change Program	**Justification:** This proposal addresses inconsistent curriculum information found in the Undergraduate Bulletin. References to general education have been replaced with Carolina Core. Hours for core requirements have been added where missing. Approved elective area clarified for those exempting foreign language or choose Core overlays. The sections have been renumbered. Statement added to clarify additional upper business elective requirement for single majors. Additional Course has been added to Data Analytics Concentration. The entire bulletin entry is included in the Optional Program Introduction section for complete review.
FINA-Concentration	Optional Business Analytics Concentration	Business	Change Program	**Justification:** MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.
FINA-Concentration	Optional Business Analytics Concentration	Business	Change Program	**Justification:** MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.
FINA-Concentration	Optional Business Analytics Concentration	Business	Change Program	**Justification:** MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.
FINA-Major /	Risk Management	Business	Change	

Degree Program	and Insurance, B.S.B.A.		Program	**Justification:** This proposal addresses inconsistent curriculum information found in the Undergraduate Bulletin. References to general education have been replaced with Carolina Core. Hours for core requirements have been added where missing. The sections have been renumbered. Statement added to clarify additional upper business elective requirement for single majors. The entire bulletin entry is included in the Optional Program Introduction section for complete review.
FINA-Major / Degree Program	Finance, B.S.B.A.	Business	Change Program	**Justification:** This proposal addresses inconsistent curriculum information found in the Undergraduate Bulletin.
FINA-Major / Degree Program	Real Estate, B.S.B.A.	Business	Change Program	**Justification:** This proposal addresses inconsistent curriculum informaiton found in the Undergraduate Bulletin.
FINA-442	Life Insurance	Business	Change Course	**Description:** Individual financial management of economic losses caused by premature death, disability, and old age; functional aspects of life-health insurer management. Prerequisite: FINA 341 **Justification:** Health insurance is an important and controversial topic that deserves coverage in our Risk Management and Insurance program. In addition, the name change would reflect better the way that the course is currently taught.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	
	  Current: Pre-requisite: FINA 341
	
	  Proposed: No change in Pre/Coreqs.			

INTB-Major / Degree Program	International Business, B.S.B.A.	Business	Change Program	**Justification:** 1) Update Overview to follow current guidelines for UG Bulletin and correct for any inconsistencies within the IB Major program description, 2) add new courses recently approved for the IB Major, 3) regional course numbers are changed back to 400-level instead of 500-level to be consistent with cohort programs, and 4) add new concentration, "Global Business Innovation", and 5) small formatting corrections.
MGMT-Concentration	Optional Business Analytics Concentration	Business	Change Program	**Justification:** MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.

MGMT-Major / Degree Program	Management, B.S.B.A.	Business	Change Program	**Justification:** This proposal addresses inconsistent curriculum information found in the Undergraduate Bulletin. References to general education have been replaced with Carolina Core. Hours for core requirements have been added where missing. Approved elective area clarified for those exempting foreign language or choose Core overlays. The sections have been renumbered. Statement added to clarify additional upper business elective requirement for single majors. Additional Course has been added to Data Analytics Concentration. The entire bulletin entry is included in the Optional Program Introduction section for complete review
MGSC-Concentration	Optional Business Analytics Concentration	Business	Change Program	**Justification:** MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.
MGSC-Major / Degree Program	BA Management Science	Business	Change Program	**Justification:** There are four components to this program change: Change to Major Name, Elimination of Obsolete Tracks, Change in Course Requirements, and Change to formatting. Each is described in detail below. Change to Major Name This undergraduate major name change is motivated by conversations with the industry partners who are hiring the students from this major. The current major name, Management Science, while appropriate for the department as a whole, is not sufficiently descriptive of the content of this undergraduate major. Feedback from employers strongly indicates that a more descriptive name is required for the major. Furthermore, the current track name, GSCOM, is not preferred as the new major name because it is an acronym that is not generally understood outside of the Moore School. Thus, we would like to use the major name "Operations and Supply Chain," which is both descriptive of the content and widely understood. Elimination of Obsolete Tracks The Business Information Systems track and the Business Information Management track contain numerous courses which have not been offered for many years, and are not planned to be offered in the foreseeable future. Thus, having these tracks in the bulletin causes confusion, since in fact they are impossible to complete due to lack of course availability.

Removing them will clean up the bulletins to contain a single course of study – the Operations and Supply Chain major – that can actually be completed.

Change in Course Requirements

There are two minor changes to course requirements. First, MKTG 447 is now listed as an option for the Business Analytics Concentration (this was recently approved by the UPFC, so this document should reflect it). Secondly, the current bulletin shows 5 required courses for the GSCOM track within the Management Science major (to be replaced with the Operations and Supply Chain major by this proposal). In reality, the MGSC 497 course is limited in space due to the need for industry partners to provide the experiential content. Thus, in order to progress in the program, students need an option in place of MGSC 497. This program change includes MGSC 495 as such an option - this reflects what is currently being communicated to students through their academic advisors. Finally, this program change corrects the credit hours for MGSC 495 and MGSC 497 - these were changed several years ago to be 4-hour courses in the bulletin, but this change had not been reflected in this program decription. Note that this change results in the major requiring 62 hours, and the degree requiring 123 hours.

Changes to formatting

This proposal addresses inconsistent curriculum information found in the Undergraduate Bulletin. References to general education have been replaced with Carolina Core. Hours for core requirements have been added where missing. Approved elective area clarified for those exempting foreign language or choose Core overlays. The sections have been renumbered. Statement added to clarify additional upper business elective requirement for single majors. The entire bulletin entry is included in the Optional Program Introduction section for complete review

3) Engineering & Computing (15 Proposals)

Course	Title	College	Proposal Type	Change Description
AESP-362	Aero Lab II	Engineering & Computing	New Course	**Description:** Introduction to experimental determination of structures, propulsion and systems aspects of aerospace engineering. Oral and written presentations and reports. **Justification:**
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:**			

	Current: Pre-requisite: AESP 361 Aero Lab I **Proposed:** No change in Pre/Coreqs.			This course is part of the proposed Aerospace Engineering Major program.
[BIOE-Major / Degree Program](#)	BS Biomedical Engineering	Engineering & Computing	Change Program	**Justification:** INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes. Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation.
[CHME-Major / Degree Program](#)	BSE Chemical Engineering	Engineering & Computing	Change Program	**Justification:** INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes. Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but still important for ABET accreditation.
[CIVE-Major / Degree Program](#)	BSE Civil Engineering	Engineering & Computing	Change Program	**Justification:** INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes. Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation. ECIV 111 - Introduction to Engineering Graphics and Visualization is moved from the list of Major courses to Lower Division Engineering. This change better reflects the scope of the course. We're also fixing a math error in credit hour summation.
[CSCE-Major / Degree Program](#)	BSE Computer Engineering	Engineering & Computing	Change Program	**Justification:** INF: Proposed change aligns program requiremens with revised university policy that eliminated the restriction that only ENGL 102 taught at USC Columbia and Regional campuses carries the INF attribute.

Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation.

CSCE-Major / Degree Program	BS Computer Information Systems	Engineering & Computing	Change Program

Justification:

INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes.

LIBERAL ARTS ELECTIVES: We have maintained this list of courses in the department. We are putting it in the Bulletin to improve advisement and Degree Works.

Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation.

CSCE-Major / Degree Program	BSCS Computer Science	Engineering & Computing	Change Program

Justification:

INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes.

Laboratory Science Elective: We are expanding the list of possible laboratory science electives to give our students more options.

Liberal Arts Electives: We have maintained this list of courses in the department and our student have been taking these courses for years. We are formally listing them Bulletin to improve advisement and Degree Works.

Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation.

Lower Division Computing Requirements: We are adding a new course CSCE 247: Software Engineering to the requirements, and changing the title of an existing course, CSCE 240, so as to be different from the new course. The department has determined, via our evaluation process, that the CS major will benefit from the addition of the new Software Engineering course in the Sophomore year. The topics covered in 247 are required knowledge for a career in software development. The students have also expressed a desire for more in-depth programming courses.

CSCE-240	Intro to Software Engineering	Engineering & Computing	Change Course

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:

Current: Prerequisites: grade of D or better in CSCE 215, grade of C or better in CSCE 146

Description:

Fundamentals of software design and development; software implementation strategies; object-oriented design techniques; ethics in software development.

Justification:

We are changing the title and description of this course to better match the actual content of the course. Also, we are creating a new course "CSCE 247: Software Engineering" and want to ensure there is no confusion between the contents of each one.

	Proposed: Prerequisites: grade of D or better in CSCE 215, grade of C or better in CSCE 146			We are also changing the grading system to Standard. We do not recall any time when this class was offerred as Pass/Fail. We do not want it to be offered Pass/Fail.

[CSCE-247]	Software Engineering	Engineering & Computing	New Course	**Description:** Fundamentals of software design and development; software implementation strategies; object-oriented design techniques; functional design techniques; design patterns; design process; source control; testing. **Justification:** We have determined, via our evaluation process, that the students will benefit from a Software Engineering course that covers the topics in the proposed course. This course will be required for Computer Science majors, as listed in a separate Program Change proposal. Note that we are also renaming CSCE 240: Introduction to Software Engineering to something else (separate Course Change proposal) so as not to overlap with this course.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: Pre-requisite: C or better in CSCE 146
	
	  Proposed: No change in Pre/Coreqs.			

[ECHE-300]	Chemical Process Principles	Engineering & Computing	Change Course	**Description:** Material and energy balances in the chemical process industry. Properties of gases, liquids, and solids. **Justification:** CHEM 142 is the Honors version of CHEM 112. We currently have to constantly issue prerequisite overrides for students. Officially adding this course as an alternative pre/corequisite will eliminate the need for manual prerequisite overrides, and will improve student registration processes.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: Prerequisites: MATH 141; Prereq or coreq: CHEM 112 Note: Two one-hour lectures and one three-hour laboratory period devoted to problem solving.
	
	  Proposed: Prerequisites: D or better in MATH 141; Prereq or coreq: D or better in CHEM 112 or CHEM 142. Note: Two one-hour lectures and one three-hour laboratory period devoted to problem solving.			

[ELCT-Major / Degree Program]	Electrical Engineering BSE	Engineering & Computing	Change Program	**Justification:** Program Introduction: We are correcting a math error. The minimum number of credits should add up to 126. INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes.

				Career Plan Electives: This change documents existing practice that has previously been communicated to students through internal forms. Adding this language to the Bulletin will improve advising practice and degree audit processes. Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation.
EMCH-Major / Degree Program	BSE Mechanical Engineering	Engineering & Computing	Change Program	**Justification:** INF: We are eliminating the requirement that ENGL 102 be taken at a USC Columbia or Regional campus for INF credit. This aligns our program with university policy changes. VSR: The footnote for the astrix (*) was lost in prior translation. We are adding the clarifying note that the CMS, INF, and VSR credit hours must total 3 or greater, consistent with university policy. Major/Program GPA: We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but are still important for ABET accreditation.
EMCH-Major / Degree Program	Aerospace Engineering BSE	Engineering & Computing	Change Program	**Justification:** College/Program GPA: We are changing the name of this academic requirement from College GPA to Program GPA for consistency with updated revised language on the bulletin pages for the College of Engineering and all other undergraduate degree programs. The technical content of the requirement (e.g. specified GPA, repeated course considerations) is wholly contained the referenced college policies.
ENCP-Major / Degree Program	College of Engineering and Computing	Engineering & Computing	Change Program	**Justification:** We are changing the name of this academic requirement from Major GPA to Program GPA to reflect that this calculation includes courses not formally designated as "major" but still important for ABET accreditation.
ITEC-Major / Degree Program	BS in Integrated Information Technology	Engineering & Computing	Change Program	**Justification:** The change to the ECON 224 requirement codify that we will accept alternative courses to meet this requirements. This is being done to codify the acceptance of course already taken by transfer students. ITEC students will continue to take ECON 224. The addition of a second coding sequence is to provide students with flexibility to take either a Visual Basic track or a Java track. Transfer students will be able to apply course work already taken to

satify the program requirements. It is anticipated that current ITEC students will continue to take the current course sequence. This change impacted the credits in the Lower Division and Major Courses (Lower division increased by 3 credits, Major decreased by 3 credits).

Modified the term Major GPA to Program GPA in the Academic Standards of the Program to be consistent with the other departments in CEC.

4) Hospitality, Retail, & Sport Management (6 Proposals)

Course	Title	College	Proposal Type	Change Description
RETL-310	Internet Retailing	Hospitality, Retail, & Sport Management	Change Course	**Description:** Development of a comprehensive plan for implementing a retailing business via the Internet. **Justification:** - The technological infrastructure for operating a retail business online has been evolved to encompass a wide range of digital technologies including electronic tools, systems, (mobile) devices, and physical/virtual resources in addition to the Internet. The Department of Retailing suggests changing the name and the course description of RETL310 to reflect this update in the industry and to make it more closely align with the scope and subjective matter of the course. - This course is an upper-level course that requires an understanding of fundamentals of the retailing industry. MKGT350 (Principles of Marketing) does not provide a substantial, comprehensive overview of the retailing industry, and thus is not appropriate as a prerequisite to RETL310. - It is necessary to use the standard letter grading system without a pass/fail option to provide an accurate representation of students' performance level and knowledge.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** Prerequisites: RETL 265 or MKTG 350 (Principles of Marketing) **Proposed:** RETL265 (Principles of Retailing) with grade of a D			
RETL-330	Loss Prevention for Retailers	Hospitality, Retail, & Sport Management	Change Course	**Description:** Examination of loss prevention and risk management issues which affect the retailing industry, such as retail risk assessment and response, asset protection, employee-related risks, facility security, crisis management, and intellectual property protection. **Justification:** - To align with the majority of retail establishments who have adopted and use the term "Asset Protection" in place of "Loss
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** Prerequisites: junior or senior standing; RETL 265			

	Proposed: No change in Pre/Coreqs.			Prevention", and to better reflect the scope of the course and its subject matter, the Department of Retailing proposes to change the name of RETL 330 from "Loss Prevention for Retailers" to "Asset Protection for Retailers" and also proposes to change the course description accordingly. - It is necessary to use the standard letter grading system without a pass/fail option to provide an accurate representation of students' performance level and knowledge.
RFMR-Major / Degree Program	B.S. in Retailing	Hospitality, Retail, & Sport Management	Change Program	**Justification:** 1)Changing "Emphasis" to "Concentration": The Office of Provost uses the term "Concentration" to encompass various terms including emphasis, tracks, fields, and specializations. To maintain consistency and to reduce potential confusion among students, faculty, and staff, the Department of Retailing proposes to change "Emphasis" to "Concentration" in the undergraduate academic bulletin. 2) Adding "<u>Retailing majors must select a concentration in either Retailing Management or Fashion MerchandisingRetailing. The Department of Retailing does not offer a major without a concentration.</u>" to the bulletin: The current bulletin does state the fact that all retailing majors need to select either Retail Management or Fashion Merchandising as a concentration, which can be confusing for students. This addition is necessary to improve the clarity and to reduce the potential for misguiding students and other stakeholders.
RFMR-Major / Degree Program	B.S. in Retailing	Hospitality, Retail, & Sport Management	Change Program	**Justification:** Proposed change: Changing RETL310 Internet Retailing from an elective course to a required course for Retail Management concentration Justification: The online retailing and e-commerce has changed the retailing landscape tremendously over the last two decades and their influence on how consumers make purchase decisions continues to grow. Consumers' expectation for a high-quality online shopping experience demands deep, advanced understandings of strategic management of an online retail business. Thus, it is imperative for all students with the Retail Management concentration to be well acquainted with the ins and outs of online retailing. This particular change entails a few subsequence changes in the bulletin, which include: 1) The credit hours for required courses change from 12 hours to 15 hours. 2) The credit hours for elective courses change from 9 hours to 6 hours.

3) RETL310 needs to be removed from the elective course list for the Retail Management concentration because it is now a required course.

There will be no difference in total credit hours the students need to complete.

| RFMR-Major / Degree Program | B.S. in Retailing | Hospitality, Retail, & Sport Management | Change Program | **Justification:**

The Department of Retailing proposes to cross-list all the required courses for the Fashion Merchandising concentration as an elective course for the Retail Management concentration and vice versa.

Justification:
The Department of Retailing strives to offer a wide range of elective courses for retailing majors in each concentration. The required courses for the Fashion Merchandising concentration are highly relevant to the retail majors with the Retail Management concentration, preparing the students with useful knowledge and skills necessary in the field of retailing. The same holds true for the retailing majors with the Fashion Merchandising concentration. All the required courses for the Retail Management concentration are highly pertinent to the students with the Fashion Merchandising concentration. To provide more elective options to choose, the Department of Retailing proposes to cross-list the required courses of one concentration as a required elective of another. |
| SPTE-Major / Degree Program | BA in Sport and Entertainment Management | Hospitality, Retail, & Sport Management | Change Program | **Justification:**

This request is being done at the behest of the Associate Dean of Academic Programs in the College of Hospitality, Retail, and Sport Management (HRSM). "ITEC 242: Business Communications" (which is housed in the Integrated Information Technology Department - IIT) was previously an HRSM core course; however, IIT is no longer a department within the College of HRSM and ITEC 242 is no longer an HRSM core course. As such, the new course, "RETL 242: HRSM Professional Communications", has been created. As indicated in the Memorandum of Understanding (MOU) (see below), an agreement between the College of HRSM and College of Engineering and Computing (CEC) was made to move IIT from HRSM to CEC. As part of this agreement, HRSM was allowed to keep their core courses and was authorized to make the appropriate curriculum changes. Therefore, we are submitting this "New Course Proposal". This "New Course Proposal" request is part of the MOU signed by and agreed upon by both the HRSM and CEC Deans. The MOU serves in the capacity of informing CEC and, hence, IIT. This request follows the pre-arranged agreement between the two colleges (please see below).

Memo of Understanding |

September 27, 2016

The College of Engineering and Computing (CEC) and the College of Hospitality, Retail and Sport Management (HRSM) agree to the following regarding the relocation of the Integrated Information Technology (iIT) Department:

1.   If approved by the USC Board of Trustees, the faculty and programs from the Department of Integrated Information Technology (iIT) will move from HRSM to CEC as of July 1, 2017.

2.   Students majoring in iIT and the Master of Health IT (MHIT) program will remain in HRSM until the end of summer 2017 and move to CEC by the beginning of the Fall 2017 term. This means the qualified students will graduate under HRSM through August 2017.

3.   Based on the auditor's recommendation and Provost's approval, HRSM will transfer a permanent allocation of $_____ to CEC as of July 1, 2017.

4.   All program fees collected for Fall 2016 and Spring 2017 will be allocated to HRSM. Fees collected for Summer 2017 and beyond will be allocated to CEC.

5.   HRSM will receive the MHIT tuition split with the Provost for Fall 2016 and Spring 2017. CEC will receive the MHIT tuition split for Summer 2017.

6.   CEC will be responsible for scheduling Summer 2017 iIT and MHIT courses. CEC will pay all Summer 2017 salaries and expenses.

7.   As of July 1, 2017, CEC will take over responsibility for all iIT and MHIT human resources related matters and expenses including salaries and operations.

8.   HRSM will request all iIT grants and Educational Foundation accounts be transferred to CEC.

9.   iIT faculty and staff will be allowed to retain their current desktop or laptop and office furniture when they move to CEC. All the other technology devices provided by HRSM, computer labs and equipment, and classroom equipment and furniture will remain with HRSM.

10.   HRSM agrees to cover the rent and expense for breaking the lease for the space located at The Tower at 1301 Gervais Street through June 30, 2017.

11.   All expenses associated with the iIT and MHIT faculty

and staff move from 1301 Gervais Street to the Innovation Center, or any other location, will be covered by CEC.

12.   HRSM core courses will remain with HRSM; HRSM will initiate the course designator changes during the Fall 2016 term, for the new course designator to be reflected in the Fall 2017 Bulletin.

13.   The following iIT faculty members will remain with HRSM:

a.   Dr. Tena Crews

b.   Ms. Shawna Moffitt

c.   Ms. Donna Watts

Dean Hossein signed on 10/27/16 and Dean Oh signed on 10/28/16.

5) Information & Communications (8 Proposals)

Course	Title	College	Proposal Type	Change Description
JOUR-Major / Degree Program	Broadcast Journalism, BA in Journalism and Mass Communication	Information & Communications	Change Program	**Justification:** Clarify the degree requirements, learning outcomes and anticipated course hours.
JOUR-Major / Degree Program	Advertising, BA in Journalism and Mass Communications	Information & Communications	Change Program	**Justification:** Clarify the degree requirements, learning outcomes and anticipated course hours.
JOUR-Major / Degree Program	Journalism, BA in Journalism and Mass Communication	Information & Communications	Change Program	**Justification:** Clarify the degree requirements, learning outcomes and anticipated course hours.
JOUR-Major / Degree Program	Mass Communications, BA in Journalism and Mass Communication	Information & Communications	Change Program	**Justification:** Clarify the degree requirements, learning outcomes and anticipated course hours.
JOUR-Major / Degree	Public Relations, BA in Journalism and Mass	Information & Communications	Change Program	**Justification:**

Course	Title	College	Proposal Type	Change Description
[Program](#)	Communications			Clarify the degree requirements, learning outcomes and anticipated course hours.
[JOUR-Major / Degree Program](#)	Visual Communications, BA in Journalism and Mass Communications	Information & Communications	Change Program	**Justification:** Clarify the degree requirements, learning outcomes and anticipated course hours.
[JOUR-Major / Degree Program](#)	School of Journalism and Mass Communications	Information & Communications	Change Program	**Justification:** Updating introduction, progression requirements and programs. Current bulletin language in outdated.
[JOUR-515](#)	Mass Comm Capstone Portfolio	Information & Communications	New Course	**Description:** Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media. **Justification:** This is a required capstone course for our new Mass Communications major.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** Prerequisites: Students must have taken either Jour 501, Jour 506, or Jour 542 a with a grade of "C" or better **Proposed:** No change in Pre/Coreqs.			

6) Pharmacy (1 Proposal)

Course	Title	College	Proposal Type	Change Description
[ZZPR-Major / Degree Program](#)	B.S. in Pharmaceutical Sciences	Pharmacy	Change Program	**Justification:** Upon review, we noticed multiple inconsistencies on the Bulletin with our current program requirements.

7) Undergraduate Studies (2 Proposals)

Course	Title	College	Proposal Type	Change Description
[UNIV-150](#)	International Stud in Univ I	Undergraduate Studies	New Course	**Description:** Building skills and strategies for success in the USA and at USC for international students during their first full credit-bearing
	Cross-Listing: No Cross-listings have			

	been entered
	
	Pre/Co-Requisites:
	  Current: No Pre/Co-requisites entered
	
	  Proposed: No change in Pre/Coreqs.
				semester in the International Accelerator Program.
				
				Justification:
				
				This course is the first of two specifically designed for international students to foster academic success and help students discover and connect with USC resources. This course is for international students who are enrolled in their first full-time credit-bearing semester at USC. The learning outcomes and course structure are designed such that students learn the content that they need when they are culturally, linguistically and personally able and ready to do so. Learning outcomes for UNIV 150 and 151 are, in aggregate, similar to those of UNIV 101, but the pace and format of the content is designed with the international student's specific needs in mind.

UNIV-151	International Stud in Univ II	Undergraduate Studies	New Course	**Description:** Building skills and strategies for success in the USA and at USC for international students in their final semester of the International Accelerator Program.

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: Pre-requisite: UNIV 150
	
	  Proposed: No change in Pre/Coreqs.
				Justification:
				
				This course is the second of two specifically designed for international students to foster academic success and help students discover and connect with USC resources. This course is for international students who are enrolled in their first full-time credit-bearing semester at USC. The learning outcomes and course structure are designed such that students learn the content that they need when they are culturally, linguistically and personally able and ready to do so. Learning outcomes for UNIV 150 and 151 are, in aggregate, similar to those of UNIV 101, but the pace and format of the content is designed with the international student's specific needs in mind.

8) University Owned International (6 Proposals)

Course	Title	College	Proposal Type	Change Description
ENFS-050	Intl Stud in Univ Foundations	University Owned International	New Course	**Description:** Academic and socio-cultural survival skills for students with high-intermediate English proficiency in the first semester of the Extended Accelerator Program
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered			**Justification:** ENFS 050 is designed to help International Accelerator Program (IAP) students adjust to the university, to develop a better understanding of the learning process, and to acquire and/or

	Proposed: No change in Pre/Coreqs.			develop essential survival skills connected with success in college and in life thereafter. The course provides a general orientation to the functions and resources of the university and also provides a support group to students in a critical year by examining problems common to the first year experience. Attaining a balance between individual freedom and social responsibility underlies the course activities of ENFS 050. The ENFS 050 course provides a general orientation to the resources and functions of USC and IAP, as well as provides students with a support group by examining problems common to the first year experience as an international student in the United States of America. Attending cultural festivals and events, extensive reading, and writing assignments relevant to the student's first-year college experience are required.
[ENFS-053](#)	PD for INTL GRAD	University Owned International	New Course	**Description:** Field-specific professional development and analytical skills for graduate students in the International Accelerator Program **Justification:** This professional development and analytical skills course is designed to prepare international graduate students to succeed in their graduate programs while at USC and professional fields after graduation. Content includes professional skill buliding, cross-cultural communication skill building, and an orientation to the research resources and support available on campus. The course is constructed to meet the needs of students entering a specific field (for example, Business professional and analytical skills for students who intend to study in Business fields). This course does not count towards a degree and is pass/fail; it is designed to build culturally grounded academic and professional skills for international students during a critical semester. This course is designed for students in their first semester of a two-semester Masters Accelerator Program.
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered **Proposed:** No change in Pre/Coreqs.			
[ENFS-054](#)	Adv PD for INTL GRAD	University Owned International	New Course	**Description:** Advanced field-specific professional development and analytical skills for graduate students in the International Accelerator Program **Justification:** This advanced professional development and analytical skills course is designed to prepare graduate students to succeed in their graduate programs while at USC and professional fields after graduation. Content includes advanced professional skills, advanced cross-cultural communication skills, and field-specific research skills. The course is constructed to meet the needs of students entering a specific field (for example, Business professional and analytical skills for students who intend to study in Business fields). It is designed for students who are enrolled in their final semester in a Masters Accelerator Program. The course
	Cross-Listing: No Cross-listings have been entered **Pre/Co-Requisites:** **Current:** No Pre/Co-requisites entered **Proposed:** No change in Pre/Coreqs.			

does not count towards a degree and is assessed pass/fail. It may or may not be preceded by ENFS 053, depending on the length of the program.

ENFS-096	Topics Grad Communication A	University Owned International	New Course

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:
  Current: ENFS 097 is a co-requisite; ENFS 096 and 097 are normally taken in the same semester as consecutive 8-week courses.

  Proposed: No change in Pre/Coreqs.

Description:

Integrated English for Specific Purposes for graduate students in the Masters Accelerator Program; part one of a two-part subject-specific course sequence; IELTS 6.0 or equivalent English language proficiency is required

Justification:

This course is designed for students whose intended graduate program requires them to increase their English proficiency to CEFR B2.2 (IELTS 6.5 or equivalent) before successfully matriculating as a degree-seeking student. Students must demonstrate English proficiency at the CEFR B2.1 level (IELTS 6.0 or equivalent) in order to enroll in this course. The course will be offered for the first 8 weeks of Fall/Spring semesters, and specific course offerings will be tailored to the specific graduate program (for example, Business English or Technical English depending on field of study). Students who successfully complete this course do so by demonstrating the ability to understand and communicate at CEFR B2.2 English language proficiency with some scaffolding and limited application; this course is the first in a two-part sequence leading to CEFR B2.2 English proficiency (IELTS 6.5 or equivalent). This course does not count towards a degree, but successful completion is required for progression in the Masters Accelerator Program.

ENFS-097	Topics Grad Communication B	University Owned International	New Course

Cross-Listing: No Cross-listings have been entered

Pre/Co-Requisites:
  Current: ENFS 096 is either a pre- or a co-requisite; these two courses are normally taken in the same semester as consecutive 8-week courses.

  Proposed: No change in Pre/Coreqs.

Description:

Integrated English for Specific Purposes for graduate students in the Masters Accelerator Program; part two of a two-part subject-specific course sequence; IELTS 6.0 or equivalent language proficiency is required

Justification:

This course is designed for students whose intended graduate program requires them to increase their English proficiency to CEFR B2.2 (IELTS 6.5 or equivalent) before successfully matriculating as a degree-seeking student. Students must demonstrate English proficiency at the CEFR B2 level (IELTS 6.0 or equivalent) in order to enroll in this course. The course will be offered for the first 8 weeks of Fall/Spring semesters, and specific course offerings will be tailored to the specific graduate program (for example, Business English or Technical English depending on field of study). Students who successfully complete this course do so by demonstrating the ability to understand and communicate at CEFR B2.2 English language proficiency (IELTS 6.5 or equivalent). This course does not count towards a degree, but successful completion is required for progression in the Masters Accelerator Program.

ENFS-098	Topics Advanced ESP	University Owned International	New Course

	Cross-Listing: No Cross-listings have been entered
	
	Pre/Co-Requisites:
	  Current: No Pre/Co-requisites entered
	
	  Proposed: No change in Pre/Coreqs.		

Description:

Advanced, field-specific, Integrated English for Specific Purposes for graduate students in the Masters Accelerator Program; IELTS 6.5 or equivalent language proficiency is required

Justification:

This course is designed for students whose intended graduate program requires them to increase their English proficiency to CEFR C1 before successfully matriculating as a degree-seeking student. Students must demonstrate English proficiency at the CEFR B2.2 level (IELTS 6.5 or equivalent) in order to enroll in this course. Specific course offerings will be tailored to the specific graduate program (for example, Business English or Technical English depending on field of study). Students who successfully complete this course do so by demonstrating the ability to understand and communicate at CEFR C1 English language proficiency. This course does not count towards a degree, but successful completion is required for progression from the Masters Accelerator Program into degree-seeking status for relevant majors.

Last Updated: Monday, November 27, 2017 3:05 PM

The Palmetto College Campuses Provost Advisory Meeting was held on Friday, December 1, 2017 in room 107 Osborne Hall at the University of South Carolina.

Those present were:
Faculty: Stephen Criswell, Hui-Yiing Chang, Andrew Kunka, Patrick Saucier, Julia Elliott, Terry Fetemie, Sarah Miller, David Dangerfield, Angela Neal, Avery Fouts
Administration: Provost Joan Gable, Vice Provost Sandra Kelly, Chancellor Susan Elkins, and Associate Provost Chris Nesmith

Below are questions submitted by faculty from the Palmetto College Campuses. Some concerns came from multiple campuses while a few questions came from a single faculty member. Provost Gabel's comments are below each question.

Questions submitted by faculty:

1. The Columbia admissions process into Palmetto College seems unnecessarily difficult for students across the PC campuses, particularly with regard to Community Standards. Many prospective PC students on the PC campuses have criminal backgrounds. In many of these cases, the respective students do not find out whether they have been accepted or rejected until after the semester starts. This causes great anxiety, especially when they need to be in a four-year program to continue financial aid. At USC Union, we count at least six students lost to PC this year because of the slow wait time. Furthermore, since most of these prospective students have attended a PC campus for two to three years without incident and are often highly regarded by faculty and staff, it seems unnecessarily harsh to all of a sudden put them under the microscope upon entering PC. As I understand it, frustration about this runs across the PC campuses. Other PC campuses concurred with statement.

    This is a "thorny national issue." While the Provost understands the concern, this issue is actually based in the Admissions Office and not the Provost's Office. The question of whether or not there should be more or less disclosure is not clear and each campus has different standards (re: USC Upstate). The University of South Carolina is apolitical and compliant. This issue is on the radar and the university is watching National Standards and other discussions across the country. The USC Chief of Police is also reviewing the policy.

    When asked about inconstant standards of these "community standards" throughout the USC system, Gabel commented that at USC Columbia a standard already exists and cannot be eliminated. USC Upstate does not have these standards, but Columbia cannot base their standards on other campuses. Columbia is following national standards and keeps abreast of recent discussions

    Gabel and Elkins will check back in after the holidays.

    Although this issue is not part of the Provost's Office, if there is an extremely compelling case, the Provost could look at the case individually and possibly discuss it with Admissions.

2. The process of Columbia departments approving faculty to teach lower-division courses is sometimes a problem. Some of the departments on the main campus have reputations for

being unreasonably stringent, not to mention slow with their decisions. This can cause a class to be needlessly canceled.

Reports that some departments in Columbia have rejected approval requests for reasons that have nothing to do with a candidate's qualifications, or they require additional qualifications beyond the minimums outlined in university policies, and beyond the requirements they would have for a graduate student teaching in their departments. To be specific, English seems to be the biggest problem for us.

Some thoughts on this were: perhaps the local PC administration and/or Chris Nesmith or some combination with Columbia departments to ensure approval by someone in that field of expertise. Also a revised process might speed up approval times.

Faculty own the process of approving faculty, much like course approvals. The Provost can suggest something, but the faculty are the ones who need to make a change.

If faculty approvals take too long, Gabel, Kelly, Elkins, and Nesmith all agreed that is should be brought to administrative attention. Help can be given to keep the ball rolling. It was mentioned that Palmetto College faculty should first inquire of Nesmith and Elkins if problems arise

Gabel suggested that this was something that could be brought up in PCCFS.
She also commented that there is frustration in the Provost's office about this as well.

3. Some faculty feel that AA/AS degrees belong to the Regional Campuses and removing them from our purview weakens our effectiveness as educators. Could you discuss?

    Gabel said "this is a SACS issue."
    The next SACS review is in 2021 and the issue of degrees will likely be reviewed.
    When preparation begins for the review, SACS will be asked this question.

    Nesmith commented that while at Lancaster, he (and others) were asked this question. The PCC need a common degree. The common degree could be changed if the faculty agree. It was remembered by several representatives that a process was initiated in the senate several years ago,.

    Andy Kunka was chair of the Systems Affairs committee at that time. The proposals go through the PCCFS Systems Affairs Committee, which acts as a PC Curriculum Committee. The other campuses can offer input and suggest changes to the proposal, but the PCCFS has the final vote on the changes. Note: this can also be found in the April 2015 PCCFS meeting minutes.

4. A new faculty member is concerned about the T&P process. It seems complicated and she is wondering if it could be made easier. She asserts two-year campus faculty do more for our files than many of the major PhD granting university in the nation.

Along those same lines, a faculty member commented that "the top CEO in a big company does not get evaluated as much as we do." The third-year review process, it is felt, takes away time from teaching and other responsibilities.

However, the importance of a third-year peer reviewed (mini tenure process) is appreciated by those who are looking for confirmation they are "on the right track" towards tenure.

Gabel commented that Tenure and Promotion (and 3rd Year Review since it is a mini-file) should be complicated. She has been at 4 universities and the process was similar at all places and always complicated.

Kelly commented that evaluations are part of academics. Faculty members should follow the guidelines set up by the faculty. These guidelines should be understood and met. Terri Smith in the Provost's office is the person to ask about confused or mixed messages. It was noted that Smith was previously faculty at Sumter and understands PCC unique situations.

Both Gabel and Kelly confirmed that the Provost's office follows the guidelines and the criteria that are established in the PCC Faculty Manual when evaluating PC faculty tenure and promotion files.

5. Another faculty member asks: what does the administration do to help full professors rise in rank and gain administrative positions? It seems to this faculty member that there is very little opportunity for upward movement, especially if one is a woman and non-Caucasian. Are there any programs, plans, or goals to help people move up?

   Gabel emphasized that the Columbia campus has faculty development and professional development workshops. All PCC faculty are welcome to attend. Sheryl Addis at the Grad School would be the person to contact if you are not getting announcements about these.

   USC has a Chief Diversity Officer who is an advisor to the President. Each department has a diversity officer and they meet in a Council of Diversity Officers. Dr. Ron Cox is the PCC officer at the council.

   Elkins remarked that PC is working on a Leadership Development Opportunity which will be announced soon.

6. Some of our science labs are in need of equipment. Is there a way for Columbia labs to send their unused equipment to one of the Palmetto College campuses labs? We believe you are working on this, do you have an update?

   One issue about sending equipment to the PC campuses is "who owns the equipment." Since some equipment is purchased by grants, there may be additional restrictions.

   If equipment ends up at surplus, then it is "fair game" for anyone who wants it. However, PC is looking for a process to get "dibs" on equipment before it enters surplus.

   Administration is looking into creating a process.

7. There has been some talk of a USC Columbia bridge program. While we understand that most students want to be in Columbia (and not on a PC campus), could Palmetto College faculty teach these bridge classes on the Columbia campus to keep it "all in the family?"

   There is currently no active bridge program, however, this might be brought up again.

8. A common question at Provost PC Advisory Council relates to your expectations for research since the Palmetto College campuses have a heavy teaching and service load. Similarly, what are your expectations for service on a Palmetto College campus?

   This is also faculty driven. Faculty create their own guidelines.

   Again, Gabel confirmed that the Provost's office follows the guidelines and the criteria that are established in the PCC Faculty Manual when evaluating PC faculty tenure and promotion files.

9. The last time the Provost Advisory Council met, we brought up the incongruity between some of the syllabi requirements for Carolina Core courses and the typical PC campus student. Below is the section from the minutes:

   Learning Outcomes:
       The committee expressed that faculty members have gotten mixed messages about the role of sample syllabi for Carolina Core courses. Gardner stated that it was the understanding at USC Lancaster that the respective syllabi were mere samples on how core courses could be taught but not exact blueprints to be followed. Provost Doerpinghaus replied that instructors SHOULD be using the same learning outcomes on the sample syllabi, even though there is leeway on how learning outcomes are met. Discussion ensued about whether Palmetto College faculty had been misled about the role of sample syllabi. Doerpinghaus disagreed with some of the wording that had been used to convey this role to the Palmetto College faculty but reiterated that all learning outcomes must be followed. She specifically mentioned that this is important for new faculty and adjuncts. Discussion continued about how learning outcomes relate to assessment and that some sample syllabi have too many learning outcomes or seemingly unattainable outcomes for the typical two-year campus student. For instance, Ghoshroy expressed concern that some science classes have 15 or 17 learning outcomes for a single course, and Fouts commented that the sample syllabus for PHIL 110 is geared toward the generally more advanced student on the Columbia campus where in addition logic labs, logic tutors, and supplemental instructors are available, most of which are unavailable on the Palmetto College campuses. Kunka also expressed concern that faculty might be forced to utilize their time to "teach to the test." Doerpinghaus commented that she was not aware of these sorts of problems, having to do with seeming discrepancy between some sample syllabi and the environment on the two-year campuses.

   Gabel admits the Carolina Core website is confusing. . If a course is just a Carolina Core course, faculty only need to teach the Core learning outcomes for the relevant Core

component. If a course is also a Program Requirement, then faculty must teach both the Core leaning outcomes and any learning outcomes designated by the department.

Fetemie asks who decides what courses are part of Carolina Core. Kelly replied that courses are always being approved and suggested she propose a course for the core. Fetemie was particularly concerned that if a student receives credit for BIOL 110 that they cannot get credit for BIOL 120 (and vice versa) although the courses are not closely related.

A question arose about the sample syllabus. If a sample syllabus includes Core and/or program learning outcomes, then faculty must follow them.
Submitted by:
Sarah E. Miller, PhD.

The Palmetto College Campuses Provost Advisory Meeting was held on Friday, December 1, 2017 in room 107 Osborne Hall at the University of South Carolina.

Those present were:
Faculty: Stephen Criswell, Hui-Yiing Chang, Andrew Kunka, Patrick Saucier, Julia Elliott, Terry Fetemie, Sarah Miller, David Dangerfield, Angela Neal, Avery Fouts
Administration: Provost Joan Gable, Vice Provost Sandra Kelly, Chancellor Susan Elkins, and Associate Provost Chris Nesmith

Below are questions submitted by faculty from the Palmetto College Campuses. Some concerns came from multiple campuses while a few questions came from a single faculty member. Provost Gabel's comments are below each question.

Questions submitted by faculty:

1. The Columbia admissions process into Palmetto College seems unnecessarily difficult for students across the PC campuses, particularly with regard to Community Standards. Many prospective PC students on the PC campuses have criminal backgrounds. In many of these cases, the respective students do not find out whether they have been accepted or rejected until after the semester starts. This causes great anxiety, especially when they need to be in a four-year program to continue financial aid. At USC Union, we count at least six students lost to PC this year because of the slow wait time. Furthermore, since most of these prospective students have attended a PC campus for two to three years without incident and are often highly regarded by faculty and staff, it seems unnecessarily harsh to all of a sudden put them under the microscope upon entering PC. As I understand it, frustration about this runs across the PC campuses. Other PC campuses concurred with statement.

    This is a "thorny national issue." While the Provost understands the concern, this issue is actually based in the Admissions Office and not the Provost's Office. The question of whether or not there should be more or less disclosure is not clear and each campus has different standards (re: USC Upstate). The University of South Carolina is apolitical and compliant. This issue is on the radar and the university is watching National Standards and other discussions across the country. The USC Chief of Police is also reviewing the policy.

    When asked about inconstant standards of these "community standards" throughout the USC system, Gabel commented that at USC Columbia a standard already exists and cannot be eliminated. USC Upstate does not have these standards, but Columbia cannot base their standards on other campuses. Columbia is following national standards and keeps abreast of recent discussions

    Gabel and Elkins will check back in after the holidays.

    Although this issue is not part of the Provost's Office, if there is an extremely compelling case, the Provost could look at the case individually and possibly discuss it with Admissions.

2. The process of Columbia departments approving faculty to teach lower-division courses is sometimes a problem. Some of the departments on the main campus have reputations for

being unreasonably stringent, not to mention slow with their decisions. This can cause a class to be needlessly canceled.

Reports that some departments in Columbia have rejected approval requests for reasons that have nothing to do with a candidate's qualifications, or they require additional qualifications beyond the minimums outlined in university policies, and beyond the requirements they would have for a graduate student teaching in their departments. To be specific, English seems to be the biggest problem for us.

Some thoughts on this were: perhaps the local PC administration and/or Chris Nesmith or some combination with Columbia departments to ensure approval by someone in that field of expertise. Also a revised process might speed up approval times.

Faculty own the process of approving faculty, much like course approvals. The Provost can suggest something, but the faculty are the ones who need to make a change.

If faculty approvals take too long, Gabel, Kelly, Elkins, and Nesmith all agreed that is should be brought to administrative attention. Help can be given to keep the ball rolling. It was mentioned that Palmetto College faculty should first inquire of Nesmith and Elkins if problems arise

Gabel suggested that this was something that could be brought up in PCCFS.
She also commented that there is frustration in the Provost's office about this as well.

3. Some faculty feel that AA/AS degrees belong to the Regional Campuses and removing them from our purview weakens our effectiveness as educators. Could you discuss?

   Gabel said "this is a SACS issue."
   The next SACS review is in 2021 and the issue of degrees will likely be reviewed.
   When preparation begins for the review, SACS will be asked this question.

   Nesmith commented that while at Lancaster, he (and others) were asked this question. The PCC need a common degree. The common degree could be changed if the faculty agree. It was remembered by several representatives that a process was initiated in the senate several years ago,.

   Andy Kunka was chair of the Systems Affairs committee at that time. The proposals go through the PCCFS Systems Affairs Committee, which acts as a PC Curriculum Committee. The other campuses can offer input and suggest changes to the proposal, but the PCCFS has the final vote on the changes. Note: this can also be found in the April 2015 PCCFS meeting minutes.

4. A new faculty member is concerned about the T&P process. It seems complicated and she is wondering if it could be made easier. She asserts two-year campus faculty do more for our files than many of the major PhD granting university in the nation.

Along those same lines, a faculty member commented that "the top CEO in a big company does not get evaluated as much as we do." The third-year review process, it is felt, takes away time from teaching and other responsibilities.

However, the importance of a third-year peer reviewed (mini tenure process) is appreciated by those who are looking for confirmation they are "on the right track" towards tenure.

Gabel commented that Tenure and Promotion (and 3rd Year Review since it is a mini-file) should be complicated. She has been at 4 universities and the process was similar at all places and always complicated.

Kelly commented that evaluations are part of academics. Faculty members should follow the guidelines set up by the faculty. These guidelines should be understood and met. Terri Smith in the Provost's office is the person to ask about confused or mixed messages. It was noted that Smith was previously faculty at Sumter and understands PCC unique situations.

Both Gabel and Kelly confirmed that the Provost's office follows the guidelines and the criteria that are established in the PCC Faculty Manual when evaluating PC faculty tenure and promotion files.

5. Another faculty member asks: what does the administration do to help full professors rise in rank and gain administrative positions? It seems to this faculty member that there is very little opportunity for upward movement, especially if one is a woman and non-Caucasian. Are there any programs, plans, or goals to help people move up?

   Gabel emphasized that the Columbia campus has faculty development and professional development workshops. All PCC faculty are welcome to attend. Sheryl Addis at the Grad School would be the person to contact if you are not getting announcements about these.

   USC has a Chief Diversity Officer who is an advisor to the President. Each department has a diversity officer and they meet in a Council of Diversity Officers. Dr. Ron Cox is the PCC officer at the council.

   Elkins remarked that PC is working on a Leadership Development Opportunity which will be announced soon.

6. Some of our science labs are in need of equipment. Is there a way for Columbia labs to send their unused equipment to one of the Palmetto College campuses labs? We believe you are working on this, do you have an update?

   One issue about sending equipment to the PC campuses is "who owns the equipment." Since some equipment is purchased by grants, there may be additional restrictions.

   If equipment ends up at surplus, then it is "fair game" for anyone who wants it. However, PC is looking for a process to get "dibs" on equipment before it enters surplus.

   Administration is looking into creating a process.

7. There has been some talk of a USC Columbia bridge program. While we understand that most students want to be in Columbia (and not on a PC campus), could Palmetto College faculty teach these bridge classes on the Columbia campus to keep it "all in the family?"

   There is currently no active bridge program, however, this might be brought up again.

8. A common question at Provost PC Advisory Council relates to your expectations for research since the Palmetto College campuses have a heavy teaching and service load. Similarly, what are your expectations for service on a Palmetto College campus?

   This is also faculty driven. Faculty create their own guidelines.

   Again, Gabel confirmed that the Provost's office follows the guidelines and the criteria that are established in the PCC Faculty Manual when evaluating PC faculty tenure and promotion files.

9. The last time the Provost Advisory Council met, we brought up the incongruity between some of the syllabi requirements for Carolina Core courses and the typical PC campus student. Below is the section from the minutes:

   Learning Outcomes:
         The committee expressed that faculty members have gotten mixed messages about the role of sample syllabi for Carolina Core courses. Gardner stated that it was the understanding at USC Lancaster that the respective syllabi were mere samples on how core courses could be taught but not exact blueprints to be followed. Provost Doerpinghaus replied that instructors SHOULD be using the same learning outcomes on the sample syllabi, even though there is leeway on how learning outcomes are met. Discussion ensued about whether Palmetto College faculty had been misled about the role of sample syllabi. Doerpinghaus disagreed with some of the wording that had been used to convey this role to the Palmetto College faculty but reiterated that all learning outcomes must be followed. She specifically mentioned that this is important for new faculty and adjuncts. Discussion continued about how learning outcomes relate to assessment and that some sample syllabi have too many learning outcomes or seemingly unattainable outcomes for the typical two-year campus student. For instance, Ghoshroy expressed concern that some science classes have 15 or 17 learning outcomes for a single course, and Fouts commented that the sample syllabus for PHIL 110 is geared toward the generally more advanced student on the Columbia campus where in addition logic labs, logic tutors, and supplemental instructors are available, most of which are unavailable on the Palmetto College campuses. Kunka also expressed concern that faculty might be forced to utilize their time to "teach to the test." Doerpinghaus commented that she was not aware of these sorts of problems, having to do with seeming discrepancy between some sample syllabi and the environment on the two-year campuses.

   Gabel admits the Carolina Core website is confusing. . If a course is just a Carolina Core course, faculty only need to teach the Core learning outcomes for the relevant Core

component. If a course is also a Program Requirement, then faculty must teach both the Core leaning outcomes and any learning outcomes designated by the department.

Fetemie asks who decides what courses are part of Carolina Core. Kelly replied that courses are always being approved and suggested she propose a course for the core. Fetemie was particularly concerned that if a student receives credit for BIOL 110 that they cannot get credit for BIOL 120 (and vice versa) although the courses are not closely related.

Fouts asked about the sample syllabus. Gabel replied if a sample syllabus includes Core and/or program learning outcomes, then faculty must follow them.

Submitted by:
Sarah E. Miller, PhD.
12.19.2017

Corrections submitted by
Andy Kunka
Avery Fouts

Corrected minutes submitted
1.26.2018

UNIVERSITY OF
SOUTH CAROLINA
LANCASTER

To: Lancaster Faculty Organization

From: Lisa Hammond
       Chair, Evaluation Committee

Date: 25 January 2018

Re: Charge to consider modifying the Lancaster tenure and promotion voting sequence to
       include the Associate Dean for Academic and Student Affairs

At the 1 September 2017 meeting, the following motion was presented by Professor Fran
Gardner to the Faculty Organization, which voted to refer it to the Evaluation Committee for
consideration.

> As many of you know, the PC Faculty Manual designates a place for the Academic Dean
> to have a vote in the Tenure and Promotion Procedure Flow Chart. At USCL, historically
> we have not exercised that level of review; rather, the file goes to local committee, then
> directly to the USCL Dean, and up the chain from there
> (http://www.sc.edu/about/system_and_campuses/palmetto_college/internal/documents/faculty_manual/manual2017.pdf , page 34).
>
> Associate Dean Cox has expressed an interest in having a vote in the procedure as the
> manual already designates. If the faculty approved this request, once candidates turn in
> files, they would move up in this progression: Associate Dean for Academic Affairs,
> Campus Tenure and Promotion Committee, Campus Dean, PC Tenure and Promotion
> Committee, PC Chancellor, Provost, President, and finally (if yes) the USC Board. Files
> would still be due November 1 as the manual designates, but the review/voting timeline
> is complex and probably something the Evaluation Committee needs to be looped into.
> Therefore, I move that the Evaluation Committee be charged to consider the following:
>
> *As referenced in the* Palmetto College Campuses Faculty Manual *and in accordance with
> the Flow Chart for Tenure and Promotion Procedures (PCCFM, 34), the Lancaster
> faculty request that the Academic Dean exercise his/her voting right in the Tenure and
> Promotion voting procedures on the Lancaster campus. Further, the Evaluation*

Committee will need to consider the timeline integrating the Academic Dean's vote into the current process.

Accordingly, the Evaluation Committee met on the following dates for consideration of the motion.

2 November 2017
9 November 2017
16 November 2017
1 December 2017
7 December 2017

After lengthy consideration, the Evaluation Committee does not recommend implementing this change to the Lancaster local campus tenure and promotion voting process.

Our primary consideration was to make the best recommendation possible for a sound tenure and promotion process for the benefit of the candidate and the campus. The committee considered the many ramifications of the potential change:

- the advantages or disadvantages to adding an additional level of review to an already multi-layered process,
- the benefit or risk of adding an additional level of administrative review,
- considerations affecting the voting timeline and timely access to files and votes,
- matters relative to potential changes in the officer holding the academic dean role such as whether the dean would hold rank to be eligible to vote on all files.

The Committee expresses full confidence in Associate Dean Ron Cox and gratitude for his dedication on behalf of Lancaster faculty, and particularly his support of faculty in the tenure and promotion process. However, it was important to consider the charge in light of the role of the office of the Dean of Academic and Student Affairs, rather than the individual occupying that office.

The current process already includes a lengthy series of votes, including a local campus committee of at least 5 members and more usually 6, the local campus dean, the Palmetto College Campuses Tenure and Promotion Committee of up to ten members, the Executive Vice Chancellor and Vice Provost of Palmetto College, the Palmetto College Chancellor, the Provost, the President, and the Board of Trustees. Given this sequence and that our current voting process is generally functioning well, it is the Committee's recommendation to maintain that current system.

Report for USCL Sociology Faculty Search
Chair: Susan Cruise, Ph.D., Assistant Professor of Sociology

- USCL had 37 applicants for the Sociology Assistant Professor/Instructor position.

- The committee conducted 5 phone interviews on Wednesday, January 31

- Following the phone interviews, the committee decided to call the references for 2 of our top candidates with hopes to then schedule campus visits for these candidates.

- We will conduct phone interviews for 2 additional candidates on Wednesday, February 7 in hopes of finding at least 1 additional candidate to bring to campus for a campus interview.

- We hope to have all campus visits completed prior to spring break.

- If there are any questions or concerns about the search that I can answer, please feel free to contact me.

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

SECTION: Admissions

SUBJECT: High School Dual Enrollment Policy

DATE: November 2, 2017

REVISED: DRAFT

Policy for: Palmetto College Campuses (Lancaster, Salkehatchie, Sumter and Union)
Procedure for: Palmetto College Campuses (Lancaster, Salkehatchie, Sumter and Union)
Authorized by: Drs. Sher Downing and Tabatha McAllister
Issued by: Palmetto College Central Admissions and Financial Aid

I.   Policy

The South Carolina Commission on Higher Education (CHE) defines dual enrollment courses as courses that are offered to eligible high school students via a contractual arrangement between their school/school districts and the University of South Carolina. Students enrolled in these courses earn simultaneous credit towards graduation from high school and academic credit toward either an associate or baccalaureate degree program. According to CHE, the purpose of these courses is to provide an avenue through which highly talented high school students may earn college credit while simultaneously meeting high school graduation requirements by taking courses in the high school setting that are offered by an institution of higher education. Students enrolled in these courses at one of the Palmetto College campuses will be classified as degree seeking with course work completed meeting requirements of the common Palmetto College campus associate degree in arts curriculum.

A. Admissions Policy to be maintained in Academic Bulletin under degree seeking classification.
    High School Dual Enrollment.

    High school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of their school counselor or principal, and with approval of the academic department in which courses are to be taken. Interested students must submit a high school transcript verifying their eligibility and demonstrating exceptional ability to undertake college-level coursework. Admission exceptions may be granted for freshman or sophomore students at the request of the high school principal, his or her designee, or the designee of the governing school association. High School Dual Enrolled students must have a South Carolina Uniform GPA of 3.0 or higher.

II.   Procedure

A. Admissions Processing (Banner)
    The HSDE application can be updated for subsequent terms during the academic year. Academic year is defined as Fall, Spring and Summer.
    Each Fall, a new application will be required along with an updated high school transcript provided by a recognized high school official.

The HSDE application will be coded with a DH (Degree, High School 2YC) admissions type and student type H (high school) and the applicant's curriculum will be listed as Associate in Arts.

The academic year Financial Aid Dually Enrolled High School Student Form will be required for all applicants effective 2018-2019. Exceptions will be made for those schools under a direct tuition payment contract with the campus. Admissions will image the form prior to forwarding the original document to campus Financial Aid for processing.

Residency certification is required with the minimum of capturing the following information:

1. Permanent address information of applicant and length of residence at least 2 years.
2. Parent/Guardian name, address, length of residence at least 2 years, and employment information at least 2 years.

If additional information is required or clarification needed, the admission office will follow up directly with the student to meet the regulations established by the South Carolina Code of Laws, Title 59 Education, Chapter 112 Determination of Rates of Tuition and Fees.

Citizenship certification is required for all students. The University Registrar provides the state approved form along with appropriate forms of certification.

If an exception is made for freshman or sophomore students, a letter of recommendation from the high school principal, his or her designee or designee of the governing school association is required for admissions.

III.   Recommendations to Admissions Policy/Procedure

A. USC GPA Review

It is recommended that admissions officers check USC GPA each semester to determine eligibility for a subsequent term as well as a USC GPA review when processing a new fall application. The additional USC GPA check each term can assist with identifying students who may be jeopardizing GPA calculations used for South Carolina's publicly funded scholarship programs.

B. USC Semester Honors

It is recommended that campus records officers identify high school dual enrolled students during semester honors calculations. Special notification should be considered to identify participation in the PC Campus's HSDE program.

C. Residency Certification

It is recommended that HSDE applicant report driver's license, vehicle registration and SC income tax information for parent/guardian to meet CHE recommended list of documents to establish SC residency.

UNIVERSITY OF SOUTH CAROLINA LANCASTER

A Palmetto College Campus

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

02 February, 2018

To Whom It May Concern:

At its meeting earlier today, the USC Lancaster Faculty Organization voted unanimously to support adoption of the following policy and asks that it be added to the appropriate section of the USCL Academic Bulletin (replacing the old "Withdrawal for Extenuating Circumstances"):

Hardship Withdrawal

During and after the Withdrawal Fail period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical, family, or other emergency, prolonged illness, other traumatic event).

In these situations, students may petition for a Hardship Withdrawal from courses through the Office of the Associate Dean for Academic & Student Affairs or the USC Lancaster Admissions, Petitions, and Grade Change Committee.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail period until the last day of courses for the semester will be reviewed by the Office of the Associate Dean.

Approved petitions will be submitted to the Campus Records Officer for grade assignments of **W** for all courses that semester on the student's transcript. The Office of the Associate Dean will notify the student's instructors of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the USC Lancaster Admissions, Petitions, and Grade Change Committee, which includes faculty representation.

Approved petitions will be submitted to the Office of the Registrar for grade assignments of **W** for all courses that semester on the student's transcript, and the Office of the Associate Dean will notify the student's instructors of the withdrawal.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Associate Dean and/or the USC Lancaster Admissions, Petitions, and Grade Change Committee, including but not limited to class attendance, class participation, or supporting documentation.

If false documentation or misrepresented information is submitted, students may be charged with violation of the USC Lancaster Code of Student Conduct, and the withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in others, will be permitted only under exceptional circumstances and must be reviewed and approved by the Office of the Associate Dean for Academic & Student Affairs and the USC Lancaster Admissions, Petitions, and Grade Change Committee.

The Office of the Associate Dean will notify all affected instructors of a student's selective withdrawal, and will submit a report of selective withdrawal decisions to the USCL Faculty Organization at the final faculty organization meeting of each major semester.

Information regarding the University's Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

**UNIVERSITY OF
SOUTH CAROLINA
LANCASTER**

A Palmetto College Campus

Today's Date:	

REQUEST FOR ASSIGNMENT OF W GRADE FOR HARDSHIP AFTER PENALTY DATE

If a student drops a course or withdraws from the University for medical reasons or other acceptable major causes after the penalty date (last date to receive a W), the grade of W may still be assigned.

This form must be returned by the Office of the Associate Dean to the Office of the Campus Records Officer for processing.

Student Name:	

Student ID:	

Term & Year:	

This request is made for the following course(s):

Department	Course Number	Section	Part of Term	Instructor's Name

1. I have been provided with a copy of the USC Lancaster policy regarding requests for course withdrawal due to hardship.
2. I have attached to this form a letter explaining the reason for this request and have included any relevant documentation for consideration by the Dean and/or Committee.
3. I understand that if I received financial aid for this term, I am responsible for contacting the Office of Financial Aid & Scholarships regarding this request.
4. I understand that if I make any fraudulent or misleading claims regarding this request, I may be charged under the USC Lancaster Code of Student Conduct and my withdrawal request will be denied.

Student's Signature:	

	Approved		Disapproved		
				Dean's Signature	Date