

### PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: University of South Carolina Union

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Adding a new site, Fountain Inn High School, for dual enrollment courses

Current Name of Program (include degree designation and all concentrations, options, and tracks): A.A. and A.S., General Liberal Arts and Sciences.

Proposed Name of Program (include degree designation and all concentrations, options, and tracks): A.A. and A.S., General Liberal Arts and Sciences.

Program Designation:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Associate's Degree  | <input type="checkbox"/> Master's Degree   |
| <input type="checkbox"/> Bachelor's Degree: 4 Year  | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes  
☒ No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes  
☒ No

Proposed Date of Implementation: Fall 2025

CIP Code: 24.0101

Current delivery site(s) and modes: 30014, 40236, 51701, 51702, 30129, 40170, 30069, 30149, 40213, 30023, 40107, 30279, 40222, 30108, and 30286

Proposed delivery site(s) and modes: 30014, 40236, 51701, 51702, 30129, 40170, 30069, 30149, 40213, 30023, 40107, 30279, 40222, 30108, and 30286; add Fountain Inn High School located at 644 Quillen Ave., Fountain Inn, SC 29644

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval:  
USC Union Campus Dean: 4/30/2024  
President: 7/24/2024  
Board of Trustees – Academic Excellence and Student Experience Committee: 8/23/2024 Board of  
Trustees: 8/23/2024

### **Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the USC system is the largest university in the state, serving more than 50,000 students from its flagship Columbia campus, three comprehensive campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina Union, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to residents in its area. Its mission statement was approved by the University's Board of Trustees in October 2019:

[https://sc.edu/about/system\\_and\\_campuses/union/about/mission\\_and\\_vision/index.php](https://sc.edu/about/system_and_campuses/union/about/mission_and_vision/index.php)

To better serve constituents in nearby Greenville County, USC Union seeks the establishment of an educational site in Fountain Inn, SC. The physical address of the site is 644 Quillen Ave., Fountain Inn, SC 29644. USC Union has offered dual enrollment courses in Greenville County for several years and currently offers dual enrollment at Greenville High School. This program has been established at the invitation of high school officials and/or district superintendents.

Proposed course offerings at the site will comprise of less than 50% of courses applicable towards an associate degree. Instructional methods employed for these courses will consist of traditional in-class, on-site, and online instruction, with USC-approved faculty members teaching the classes.

Population growth and demographic changes within the target population have led to a demonstrated demand for additional courses at the site. To be able to meet its mission of serving these students, USC Union is seeking approval from the South Carolina Commission on Higher Education to offer courses for its associate degrees at Fountain Inn High School (644 Quillen Ave., Fountain Inn, SC 29644), at the request of the high school officials.

### **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

Greenville County's population saw significant growth, increasing from 451,225 residents in 2010 to 558,036 by 2023

(see <https://www.census.gov/quickfacts/fact/table/greenvillecountysouthcarolina/INC110221>). Nestled in Greenville County, the City of Fountain Inn experienced its own growth, with numbers climbing from 7,799 in 2010 to 10,416 in 2020. Due to this population growth, there is a pressing need for additional educational resources in Greenville County. Hence, the proposal to provide dual enrollment courses applicable to an associate degree at the Fountain Inn High School site. USC Union was approached by school administrators to offer dual enrollment courses to their students, indicating a need for such programs. Expansion of these course offerings will enable USC Union to offer more options for high performing students who are identified as eligible to enroll in college programs.

### Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Currently, all USC Union's associate degrees are approved by the SC Commission on Higher Education and the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). Credits awarded towards these degrees are transferable to any institution which accepts transfer credit from the University of South Carolina.

### Description of the Program

This is a dual enrollment program offering students the opportunity to earn up to 29 credit hours over two years. There are no plans to offer the complete AA or AS degree at this site at this time. The courses will be largely derived from the University of South Carolina's Carolina Core catalog and will be applicable to USC Union's Associate of Arts, Associate of Science, and USC Columbia's bachelor's degrees. USC Union was invited by the administration at Fountain Inn High School to begin offering USC courses at their site, beginning Fall 2025. This program is governed by semester-long contracts, which detail course offerings and financial support. This new location will enable USC Union (and USC in general) to better serve students and to meet community needs in a growing area of the state.

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2025-2026	50	50	50	100	0	0
2026-2027	50	150	50	200	0	0
2027-2028	50	150	50	200	0	0
2028-2029	50	150	50	200	0	0

Explain how the enrollment projections were calculated.

This is a dual enrollment program for high-achieving juniors and seniors. This is a projection based on current enrollment at the site, as well as guidance counselor estimates. The headcount number is subject to change each semester based on interest and course offerings.

## Curriculum

Attach a curriculum sheet identifying the courses required for the program.

### Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
N/A	N/A	N/A

### New Courses

List and provide course descriptions for new courses.

No new courses are necessary to implement this program change.

### Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

This proposal does not seek to create any new degree programs but rather is designed to make existing associate degree programs available in a growing county within the area. The AA and AS degrees are offered at each of USC's Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union).

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
A.A. and A.S., General Liberal Arts and Sciences	60	USC Lancaster	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	
A.A. and A.S., General Liberal Arts and Sciences	60	USC Salkehatchie	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	
A.A. and A.S., General Liberal Arts and Sciences	60	USC Sumter	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	
A.A. and A.S., General Liberal Arts and Sciences	60	Aiken Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Central Carolina Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Denmark Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees

A.A. and A.S., General Liberal Arts and Sciences	60	Florence-Darlington Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
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Greenville Technical College offers similar dual enrollment opportunities in the Greenville County area, including at Fountain Inn High School. USC Union has been invited by the school officials to offer its program as an additional choice for area students because of significant enrollment growth at the high school. The program is not anticipated or intended to replace the Greenville Technical College's dual enrollment course offerings and we are happy to collaborate with Greenville Technical College to offer coursework. We have initiated conversations with Greenville Technical College to ensure that we complement offerings and that we both only offer courses if there is sufficient capacity to support the course offerings.

A.A. and A.S.	60	Greenville Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Horry-Georgetown Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Midlands Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Northeastern Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Orangeburg-Calhoun Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Piedmont Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Spartanburg Community College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Technical College of the Lowcountry	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Tri-County Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Trident Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A. and A.S., General Liberal Arts and Sciences	60	Williamsburg Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees

A.A. and A.S., General Liberal Arts and Sciences	60	York Technical College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Also offers career and technical coursework and applied associate degrees
A.A., Liberal Studies	60	Bob Jones University	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Institution is an independent institution
A.A. General Studies	60	Columbia International University	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Institution is an independent institution
A.A. General Studies	60	Southern Wesleyan University	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Institution is an independent institution
A.A. Arts and Sciences	60	Spartanburg Methodist College	Designed for students wanting to complete courses that will transfer toward a bachelor's degree	Institution is an independent institution



## Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No additional full-time faculty will be required to implement the program. Adjunct and affiliate faculty will be hired as needed. All adjunct and affiliate faculty will be approved by the home department of USC Columbia for their discipline. Each faculty member will be expected to meet minimum SACSCOC requirements for faculty appointments, namely an earned master's degree from a regionally accredited college or university, and a minimum of 18 graduate hours in the discipline being taught. All adjunct and affiliate faculty will be supervised by the Associate Dean for Academic and Student Affairs at the University of South Carolina Union. Academic policies, faculty expectations, and mentoring resources will be communicated to each faculty member through their Associate Dean. All dual enrollment instructors are vetted through the usual credentialing procedures. Please note that faculty are called "affiliates" when they are paid by the high school, and they are called "adjuncts" when they are paid by USC Union. However, the credentialing process for both types of faculty is identical and follows USC policy and SACSCOC standards.

## Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources:** No new library resources will be needed to serve this new location. Library services for USC Union are provided by Union County Carnegie Library. The mission of the library is to "support the educational goals of the campus while adhering to the overall academic mission of the University." Library information is readily available on the Union County Carnegie Library's main page:

<https://www.unionlibrary.org/>

The physical library is 46 miles from Fountain Inn High School and students will also have access to the library resources at the Laurens location in Clinton, SC that is 27 miles away. Students have access to the USC Union digital databases and SCDiscus. They can request materials from PASCAL and Interlibrary Loan and place physical materials on hold at Union County Carnegie Library. Their pick-up location will be Union County Carnegie Library and they will need to come to the library to check materials out. Access to the library's

holdings is easily accessible off site. The library's electronic card catalog is available here:

<https://pascal->

[uscun.primo.exlibrisgroup.com/discovery/search?vid=01PASCAL\\_USCUN:USCUN](https://pascal-uscun.primo.exlibrisgroup.com/discovery/search?vid=01PASCAL_USCUN:USCUN)  
[uscun.primo.exlibrisgroup.com/discovery/search?vid=01PASCAL\\_USCUN:USCUN](https://pascal-uscun.primo.exlibrisgroup.com/discovery/search?vid=01PASCAL_USCUN:USCUN)

**Equipment:** Fountain Inn High School has most of the required equipment and technology to initially support this program extension. Although no major equipment purchases are anticipated to get the program off the ground, small items may be obtained to support individual disciplines as the program evolves. Such small items might include laptop computers, printers, projectors, screens, document cameras, and consumable items such as dry erase markers, copy/printer paper, and other incidental office supplies. Small purchases will be absorbed into other existing campus budgets such as the IT

budget, thus equipment costs are not provided in the Financial Support table. As enrollments and space requirements grow, unique needs such as supplies for art classes or science classes will be identified and added to the annual operating budget.

**Facilities:** Furniture and office supplies will be supplied by Fountain Inn High School.

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**Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

☐ Yes

☒ No

### Financial Support

Estimated Sources of Financing for the New Costs						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	\$105,000	\$217,500	\$217,500	\$217,500	\$217,500	\$975,000
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
<b>Total</b>	\$105,000	\$217,500	\$217,500	\$217,500	\$217,500	\$975,000
Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration and Faculty and Staff Salaries	\$98,000	\$203,000	\$203,000	\$203,000	\$203,000	\$910,000
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
<b>Total</b>	\$98,000	\$203,000	\$203,000	\$203,000	\$203,000	\$910,000

<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	\$7,000	\$14,500	\$14,500	\$14,500	\$14,500	\$65,000
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### **Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

All new costs of delivering this program to the new site will be funded through tuition revenue generated from new students attending the location, as outlined above. USC Union will price these courses in line with the SC Lottery Tuition Assistance Program rates (LTAP; currently \$75/credit hour). Any student wishing to take below the minimum of six hours required by LTAP will pay the tuition out of pocket. All students meeting the minimum LTAP enrollment requirement will have their tuition covered through financial aid. Expenses will consist primarily of faculty salaries. The model used for this proposal anticipates 70% of the faculty being adjuncts, compensated by USC Union at the rate of \$1,000.00 per credit/contact hour. Affiliate faculty are compensated by their home district and therefore incur no expense to USC Union.

### **Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Effective, Engaged, and Persuasive Communication: Written	Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	This is a Carolina Core principle that is assessed with the CMW (effective, engaged, and persuasive communication: written component) rubric.
Analytical Reasoning and Problem Solving	Students will be able to apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.	This is a Carolina Core principle that is assessed with the ARP (analytical reasoning and problem solving) rubric.
Scientific Literacy	Students will be able to apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.	This is a Carolina Core principle that is assessed with the SCI (scientific literacy) rubric.
Global Citizenship and Multicultural Understanding: Foreign Languages	Students will be able to communicate effectively in more than one language.	This is a Carolina Core principle that is assessed with the GFL (global citizenship and multicultural understanding: foreign languages) rubric.
Global Citizenship and Multicultural Understanding: Historical Thinking	Students will be able to use the principles of historical thinking to understand past human societies.	This is a Carolina Core principle that is assessed with the GHS (global citizenship and multicultural understanding: historical thinking) rubric.

Global Citizenship and Multicultural Understanding: Social Sciences	Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.	This is a Carolina Core principle that is assessed with the GSS (global citizenship and multicultural understanding: social sciences) rubric.
Aesthetic and Interpretive Understanding	Students will be able to create and interpret literary, visual, or performing arts.	This is a Carolina Core principle that is assessed with the AIU (aesthetic and interpretive understanding) rubric.
Effective, Engaged, and Persuasive Communication: Spoken Component	Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	This is a Carolina Core principle that is assessed with the CMS (effective, engaged, and persuasive communication: speech component) rubric.
Information Literacy	Students will be able to collect, manage, and evaluate information using technology, and communicate findings.	This is a Carolina Core principle that is assessed with the INF (information literacy) rubric.
Values, Ethics, and Social Responsibility	Students will be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.	This is a Carolina Core principle that is assessed with the VSR (values, ethics, and social responsibility) rubric.

As a Palmetto College campus, USC Union participates fully in the assessment endeavors of the University of South Carolina. There will be no new program offerings at the proposed Fountain Inn School site. However, all courses taught there will be subject to the same review and assessment procedures of those taught on the current campus. See Appendix C for details on assessment process and timeline.

All USC Union courses conduct student evaluations at the end of each semester. The results of these courses are compiled and shared with the faculty member and the Associate Dean for Academic & Student Affairs. These results are then used for annual peer and administrative evaluation of the faculty member.

Because the general AA and AS degree programs are awarded on all Palmetto College campuses, and because the degrees comprise the bulk of the University's Carolina Core, assessment is coordinated by the Office of the Provost and the Office of Institutional Research, Assessment, and Analytics at USC Columbia. Palmetto College also has appointed a Director of Academic Program Assessment, who works closely with both entities listed above.

Each learning outcome of the Carolina Core is fully assessed at least once before the university's next SACSCOC accreditation visit. Artifacts (i.e., assignments which demonstrate a designated learning outcome) are collected from courses in the selected Core Outcome Group. Specialty team members from the PC campuses then review the artifacts and score them by using an assessment rubric. Results

of the scoring are compiled and shared with faculty (or department/division chairs, as appropriate) for use in making modifications or improvements to the curriculum.

As the following chart indicates for the current cycle of assessments, the assessment of all outcomes is accomplished based on departments:

Spring 2023	Fall 2023	Spring 2024	Fall 2024
Chemistry and Biochemistry	Anthropology	Astronomy	Criminology and Criminal Justice
School of Earth, Ocean, and Environment	Biological Sciences (contd.)	Computer Science and Engineering	Hotel, Restaurant and Tourism Management
Physics	Interdisciplinary Studies (CAS)	Educational Studies	Instruction and Teacher Education
School of Music	-Jewish Studies	English Language and Literature	Political Science
School of Visual Art and Design	-African American Studies	Geography	Social Advocacy & Ethical Life
Theatre and Dance	-Film & Media Studies	History	Social Work
	-Latin American Studies	Languages, Literatures and Cultures	Speech
	-Southern Studies	Linguistics	Sport and Entertainment Management
	-Women and Gender Studies	Mathematics	Statistics
	-College of Liberal Arts	School of Information Science	*Other Departments TBD*
	Philosophy		
	Psychology		
	Religious Studies		
	Sociology		

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- ☐ Yes  
☒ No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline. Yes

☐ No

Will ☒ the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No



## Appendix A – Curriculum

Associate in Arts (A.A.): The most common Union campus options are listed below; additional approved courses in each category may be found at the Carolina Core website:

[https://sc.edu/about/offices\\_and\\_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/](https://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/)

<b>Carolina Core Principle</b>	<b>Current Course Options</b>	<b>Credit Hours</b>
CMW: Communication  (must attain a grade of 'C' or higher)	ENGL 101	3
	ENGL 102	3
ARP: Analytical Reasoning/Problem Solving	CSCE 101, CSCE 102, GEOG 105, MATH 111i/111, MATH 122/141/142, PHIL 111/114, STAT 110/201	3
SCI: Scientific Literacy  (1 must include lab science)	ASTR 101, BIOL 101/101L/102/102L/110/120/120L/206/243/243L/244/244L, CHEM 101/102/105/107/107L/111/111L/112/112L, GEOG 104, MSCI 210/210L	7-8
GFL: Foreign Language  (or placement score of at least 2)	FREN 109/110/122, ITAL 121/122, PORT 121/122, SPAN 109/110/122	3
GHS: Historical Thinking	HIST 101/102, HIST 111/112, HIST 110, HIST 201	3
GSS: Social Sciences	AFAM 201, CRJU 101, POLI 201, PSYC 101, RELG 101, SOCY 101, SOCY 240, WGST 112/113	6
AIU: Fine Arts	ARTE 101, ARTH 105/106, ARTS 103/210, CPLT 270, ENGL 285, ENGL 270/280/282-288, FAMS 180, FREN 290, MUSC 110/114, RELG 240, THEA 170/200.	6
CMS: Spoken Component; INF: Information Literacy, or VSR: Values, Ethics, and Social Responsibility	SPCH 140/145, STAT 112, AFAM 200, HIST 110, PHIL 211, POLI 201, RELG 205	3

Elective Requirements	ELECTIVE CREDITS	22-23
<b>Total Credits</b>		<b>60+</b>

Associate in Science (A.S.): The most common Union campus options are listed below; additional approved courses in each category may be found at the Carolina Core website:  
[https://sc.edu/about/offices\\_and\\_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/](https://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/)

<b>Carolina Core Principle</b>	<b>Current Course Options</b>	<b>Credit Hours</b>
CMW: Communication  (must attain a grade of 'C' or higher)	ENGL 101	3
	ENGL 102	3
ARP: Analytical Reasoning/Problem Solving	CSCE 101, CSCE 102, GEOG 105, MATH 111i/111, MATH 122/141/142, PHIL 111/114, STAT 110/201	6
SCI: Scientific Literacy  (2 must include lab science)	ASTR 101, BIOL 101/101L/102/102L/110/120/120L/206/243/243L/244/244L, CHEM 101/102/105/107/107L/111/111L/112/112L, GEOG 104, MSCI 210/210L	8-12
GFL: Foreign Language  (or placement score of at least 2)	FREN 109/110/122, ITAL 121/122, PORT 121/122, SPAN 109/110/122	3
GHS: Historical Thinking	HIST 101/102, HIST 111/112, HIST 110, HIST 201	3
GSS: Social Sciences	AFAM 201, CRJU 101, POLI 201, PSYC 101, RELG 101, SOCY 101, SOCY 240, WGST 112/113	6
AIU: Fine Arts	ARTE 101, ARTH 105/106, ARTS 103/210, CPLT 270, ENGL 285, ENGL 270/280/282-288, FAMS 180, FREN 290, MUSC 110/114, RELG 240, THEA 170/200.	3

CMS: Spoken Component; INF: Information Literacy, or VSR: Values, Ethics, and Social Responsibility	SPCH 140/145, STAT 112, AFAM 200, HIST 110, PHIL 211, POLI 201, RELG 205	3
Elective Requirements	ELECTIVE CREDITS	18-22
<b>Total Credits</b>		<b>60+</b>

## **Appendix B – Shared use of a K-12 facility**

USC Union will begin by using the Fountain Inn High School building as an extension location for college course instruction. At all times both now and in the future, USC Union faculty, site administrators, and assistants associated with the Fountain Inn High School Location will conduct all official USC Union instruction and business including the handling of student records and other protected information using our university systems and equipment (hardware and software) thus insuring FERPA privacy and other protections for USC Union students.

All USC Union faculty and staff undergo background checks at their time of hire per policy to help ensure the safety and security of the general operations of our campus. USC Union officials will work regularly and closely with the administrators of Fountain Inn High School to ensure mutual protection of information related to all students. Fountain Inn High School does not require any additional security of background checks for USC Union faculty and staff.

## Appendix C – Assessment Process with Rubrics

The process of assessment involves several steps outlined below:

1. The Vice Provost and Dean of Undergraduate Studies alerts Department Chairs of the need to assess all Core courses in the department.
2. Department Chairs ask Core instructors of record in the department to identify an assignment that addresses one or more student achievements of the Core learning outcome.
3. Referring to the appropriate Core assessment rubric, Core instructors of record identify an assignment that can be used to assess one or more student achievements of the Core learning outcome and determine the method by which they will submit the following assignment details:
  - a. Name of the assignment
  - b. Assignment type e.g., paper, project, multiple- choice exam
  - c. Assignment Instructions
  - d. Assignment Grading Scale
  - e. Student achievements addressed by the assignment
  - f. Submission method
4. One month prior to the start of the semester, Core instructors of record will receive a “Carolina Core Assignment Survey” to obtain the assignment information outlined in Step 3.
5. At the end of the semester, OIRAA collects and organizes all the assignments submitted that previous semester. A representative sample of assignments is selected for evaluation.
6. Volunteer faculty and instructors of record of Core courses to be evaluated will be asked to assess the learning artifacts using the Carolina Core assessment rubrics.
7. OIRAA compiles the assessment results for each Core learning outcome and provides a report including the results and a summary of the results and forwards the report to the Chairs and Deans of the originating departments for faculty discussion and their recommendations for improving the Core and their particular Core courses. In addition, the OIRAA report is shared with the Carolina Core Approval Committee and various Faculty Senate Committees for discussion.
8. Recommended changes from departmental discussions are forwarded to the Carolina Core Approval Committee for review.
9. The Carolina Core Approval Committee reviews the assessment results, determines the degree to which the student achievements and learning outcomes have been met, and the recommendations from departments. They may propose any changes to learning outcomes that might be appropriate.
10. All proposed actions of the Carolina Core Approval Committee go to the Faculty Senate Courses and Curriculum Committee and if approved, then to the Faculty Senate.



## Fountain Inn High School Home of the Fury

To whom this may concern,

Fountain Inn High School reached out to USC Union in the spring of 2023 to start discussing dual enrollment possibilities. We have seen the dual enrollment numbers skyrocket at Fountain Inn High beginning with only 2 students in the spring of 2023 to the current total of 102 students.

We are in agreement to bring USC Union on to our campus to open the possibilities of more students enrolling in dual credit classes. We are hoping to alleviate the barrier of some students not having the transportation to get to a particular campus to enroll in courses, nor will they only have the option to take courses online, though those will all still be possibilities. We have no plans to duplicate any courses already taught at FIHS through another institution.

We look forward to building this partnership. If you have any questions or concerns, please feel free to reach out to Katlyn Marion, Director of Counseling, at 864.452.1819.

Thanks,

Stephanie Smith  
Principal  
864.452.1800

Katlyn Marion  
Director of Counseling  
864.452.1819